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ABSTRACT

The purpose of this manual is to provide learning community leaders orientation to the leadership role and its responsibilities. This book is a guide through the assessment, planning, implementation, and evaluation stages of community growth. Close attention to the manual will allow a learning community leader to: (1) recruit a staff of committed teachers and students, (2) implement shared decision-making and problem-solving, (3) maintain open communication among staff, students, parents, and administration, (4) establish a climate of trust in the learning community, (5) successfully communicate the learning community goals, objectives, and processes to the public, (6) implement a systematic educational planning, assessment, and evaluation process, (7) schedule space and time to meet learning community needs, (8) establish a guidance counselor as a significant member of the learning community team, (9) establish and maintain acceptable and productive standards for student behavior, (10) develop a learning community budget based on program and learning goals, and (11) use specific measurement tools. As part of the process teachers and students are encouraged to participate equally in the planning and decision-making of their learning community curriculum, learning behaviors, and learning environment. (Author/PGD)

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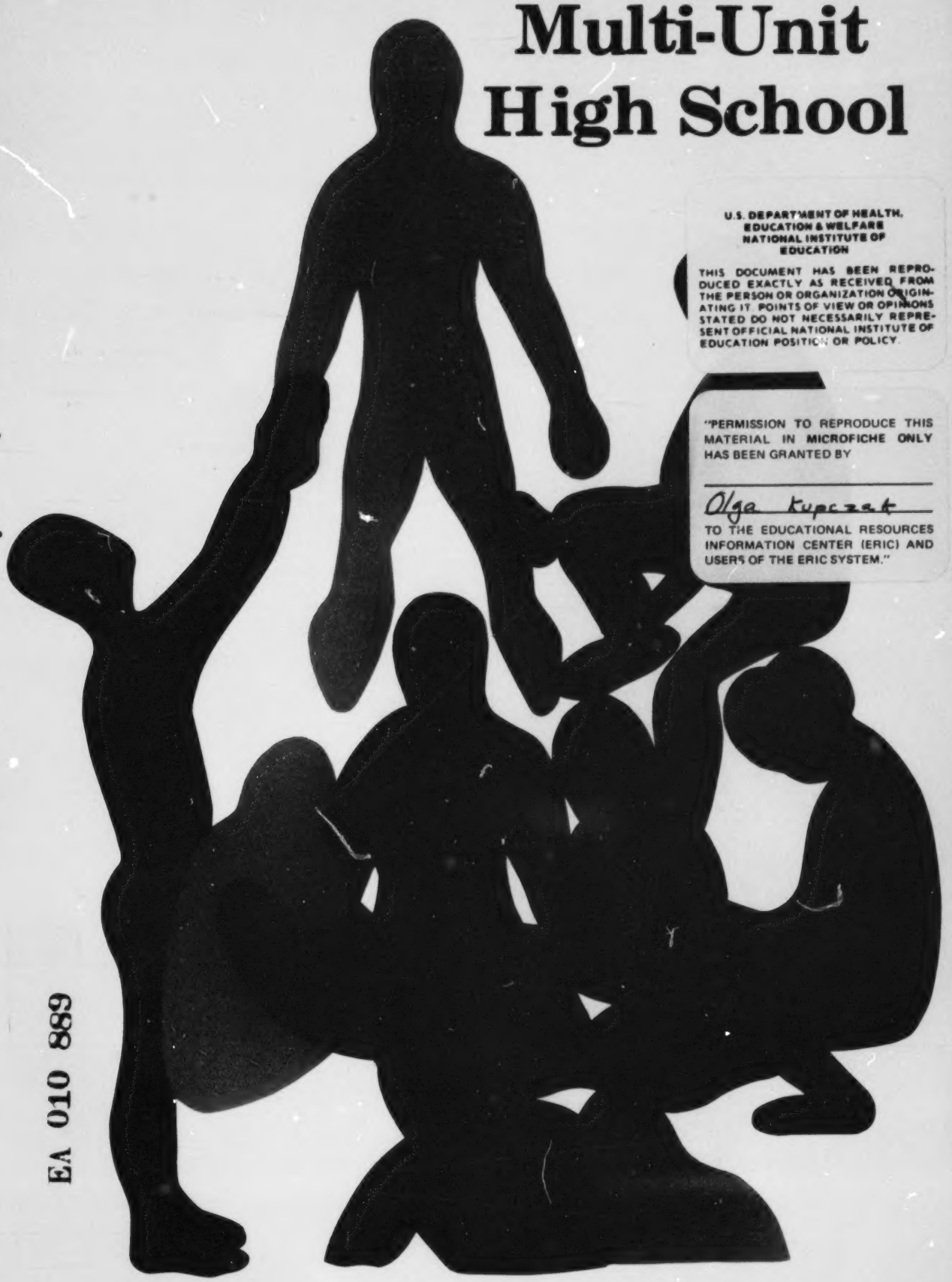
Multi-Unit High School



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The Multi-Unit High School Program is a comprehensive approach to advancing creativity in secondary schools. It improves student performance within a humanistic environment. It also decentralizes decision making, enabling those affected by decisions to participate in their resolution through consensus techniques. The program places equal emphasis upon meeting the needs of students and providing a rich and varied curriculum. It is a quality educational program designed to enhance student learning within our high schools.

Fred G. Burke
Commissioner

North Hunterdon Regional High School District
Route 31
Annandale, N. J. 08801

MULTI-UNIT HIGH SCHOOL

LEARNING COMMUNITY LEADER'S MANUAL

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Project Number 72-455, Title III and IVC, E.S.E.A.

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PREFACE

The Multi-Unit High School (MUHS) combines an instructional strategy, organizational structure, and staff development process into a total model that helps schools meet student perceived needs, assessed needs, career requirements, and human development needs. Successful implementation of the model can produce a school environment which is more open, trusting , cohesive, and positive to staff and students alike via Learning Communities (LC's) and a multi-elective structure.

The MUHS model can be compared to a theatre: the organizational structure provides "the set;" the instructional techniques provide the "script" and "props;" the students, supportive staff, teachers, and administrators are the "players;" and the community provides the financial backing and guidance through the superintendent — the "producer." The project director serves as the "director" of the production. Similar to a successful play, the Multi-Unit High School depends on the interaction of the audience, actors, director, and the community.

The nine essential players: Project Director, Superintendent, Principal, Assistant Principals, Learning Community Leaders, Department Chairpersons, Guidance Counselors, Learning Community Staff, and Staff Development Specialist each have produced a manual which details the role they play in a successful production. All manuals are interrelated, and it is essential that they be reviewed by all concerned to insure the success of the production or the model.

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INTRODUCTION

The purpose of this manual is to provide you with an orientation to the leadership role and its responsibilities as your learning community is initiated and maintained. So that you may accomplish this task with understanding, we have prepared this book to guide you through the assessment, planning, implementation, and evaluation stages of community growth.

Close attention to the manual will allow you to:

. . . recruit a staff of committed teachers and students
. . . implement shared decision making and problem solving
. . . maintain open communication among staff, students, parents, and administration
. . . establish a climate of trust in your learning community
. . . successfully communicate your learning community goals, objectives, and processes to the public
. . . implement a systematic educational planning, assessment, and evaluation process
. . . schedule space and time to meet your learning community needs
. . . establish a guidance counselor as a significant member of the learning community team
. . . establish and maintain acceptable and productive standards for student behavior
. . . develop a learning community budget based on program and learning goals
. . . use specific measurement tools

As part of the process we encourage teachers and students to participate equally in the planning and decision making of their learning community curriculum, learning behaviors, and learning environment.

We are happy to share with you this comprehensive plan which evolved out of our needs at North Hunterdon and Voorhees to provide an educational alternative of sound quality, thoroughly accountable, but most of all shaped with warmth and caring by people who recognize in students the need for closer personal unity within the school population.

Our warmest wishes to you, especially on those days when frustrations and unanswered questions seem to be determining your destiny. There is always a resource available to you whether the person be a state department of education specialist, talented staff person, a local resident, or a staff member at North Hunterdon or Voorhees. The comforting part of your task is that as the name "community" implies, you're all in it together.

STAFF AND STUDENT RECRUITMENT by Peggy Firestone

To begin, a successful team can only exist if all its members, both students and faculty are willing to commit themselves totally. Therefore, recruitment becomes an integral part of the planning process. It is the job of the learning community leader not only to select his staff carefully but also generate a genuine interest among students who may wish to be a part of the team. This process can be initiated and carried out in many ways; however, the most successful starting point is to begin with the selection of staff members. After your staffing is completed then begin the planning process which will include ideas for student recruitment. However, the opportunity exists for students to recruit teachers and form a learning community.

The organization of staff members has to begin with common interests. For all practical reasons, potential team members should possess the following qualities:

1. A willingness to prepare extensively both on their own and with the other team members
2. To have a positive outlook toward the other members of his team both professionally and personally
3. A willingness to share the various responsibilities inherent in teams
4. To be flexible toward scheduling, academic, or social problems that may present themselves
5. To understand and apply the inter-disciplinary approach

If there are teachers you feel meet these qualities, you should approach them with your ideas and evaluate their reactions.

It is only through common interest that you build a good foundation for the learning community concept. These common interests may include:

1. The recognition of the need for specialized programs to deal with academic deficiencies
2. The desire on the part of the teachers to remedy any social deficiencies (e.g. freshmen and the adjustments they must face in a high school) LC's will allow them to experience the benefits of attending a large comprehensive high school and yet maintain the identity, security, and humanistic personal contacts
3. The desire on the part of the staff to develop an enrichment team (i.e. Fine and Applied Arts LC consisting of music, art, social studies, and English)

If after the establishment of a team staff, you find that a member must leave, there are three options available to you as LCL:

1. Seek out, from among the existing staff members, those who may wish to be a part of the team and select the one most desirable

2. It may be appropriate for the LCL to approach the department chairperson for replacement suggestions. (This procedure; however, assumes that the department chairperson is positive toward the team concept.)

3. If new teachers are to be hired and no existing staff member wishes to be a part of the team, then the LCL would be a part of the interviewing process. This would allow the LCL to help select a new teacher that would benefit the team.

Once the teacher team has been established the planning process will begin.

The best process for developing student recruitment ideas is with your team teachers. Your main objective, of course, is to establish an enrollment of excited students who need this type of closeness.

As with the development of the staff, students too, have a variety of reasons for joining a team. These may consist of:

1. The need for the security a team can offer (i.e. an established number of students and teachers working together toward specific goals)

2. The need to explore a genuine interest in a specific field that may not be a part of the elective program (i.e. Fine and Applied Arts or Philosophical Foundations)

3. The need to develop specific skills related to their future (i.e. Vocational Education Team)

4. The need to work in an atmosphere conducive to specialized individualization for students with learning deficiencies (i.e. General Education Team, which might include special courses in reading improvement, basic skills, and special education activities.

The student can recognize the need or desire to be on a team in several ways. He may (1) have a desire to explore ideas in a program that may not exist in the established elective program, or (2) his guidance counselor may recommend a specific team because of the interests he expresses. Finally, (3) he may be told in order to get the most out of a specialized program, such as the vocational areas, he must take a specific team. This situation is feasible because the

team subjects will coincide with the trade he is to learn.

Once the student recognizes the advantages of being on a team, he then begins to explore the teams being offered. At this point student recruitment "swings into high gear." (Note: Plan a strategy with your teachers at least 2 months before the scheduling process begins for the following year.)

SUGGESTED ACTIVITIES FOR RECRUITING STUDENTS by Karen Orlando

If you are planning freshman learning communities (LC's), you should meet with the eighth grade teachers of the various sending districts or schools as well as the students and parents to discuss the team concept. This procedure can be done through in-school assemblies or evening meetings held at the high or middle school. Representatives from the freshman teams and the guidance department should be present. Plan to bring catalogues outlining the freshman team procedures and concepts which can be distributed to the parents and students. (See sample of freshman program of studies in Appendix.)

The recruitment procedures for the upperclass learning communities are somewhat easier than freshmen because the recruitment is done during the school day. Teachers many times recruit students from their elective classes or visit classes and discuss the LC program. Other activities usually surface during brainstorming sessions held by the learning community staff. (See Training Manual for techniques.)

Below is a list of activities which have proven to be successful.

1. Various articles and learning community photographs may appear in your school newspaper.
2. Announcements can be made daily via the school's P.A. system.
3. Guidance personnel may counsel students on a one-to-one basis concerning the learning community concept.
4. Teachers can speak to parents at P.T.A. meetings.
5. Write articles for the superintendent's newsletter.
6. Arrange presentations to elective classes discussing team concepts.
7. Arrange periodic visits to other teams to discuss new team ideas.
8. Arrange for class meetings in the auditorium to discuss team concepts. (This functions well only if you have a small student body.)
9. Design a letter to send home informing parents and students about the team function and how one goes about scheduling for a team.
10. Create a "team fair" day in which all teams plan a booth where students can talk with staff members about the team. Teachers can plan on having slides, pamphlets, sample books, and scheduling information. (This activity can run either on a ½ day schedule with the teacher freed of class obligations or on a full day schedule during the regular daily schedule.)

11. Distribute letters to students containing team information.
12. Design and distribute buttons to students who have scheduled for the team or are seriously considering it.
13. Design and display posters containing team information. (Posters could be created by potential team students.)
14. Create mini projects such as skits which could be used for the promotion of a team.

The more organized and active you are, the better your chances for high student enrollment!

DECISION MAKING VIA COMMUNICATION by Lacy Taylor

For the LCL, the decision making process at the administrative level involves working with the principal and his assistants. An LCL is, in essence, a "mini-principal" presenting to the principal and his assistants the special needs, problems, and accomplishments of his learning community. The principal and his administrators gain empathy for the LC through these presentations, and they share in the learning community leader's role. This pluralistic process works to prosper the Multi-Unit High School as well as each LC.

To insure the success of the LC, constant improvements are made in the program. This is an ongoing process during the year. At the end of the school year one can retrospectively look at the program. What were its weaknesses, Strengths, Failures, Successes? How can the program be improved next year? In conjunction with the LC staff and students, other LC staff, and the administration, goals for the coming year are formulated. These goals or job targets become the formula for improvement. It is according to the accomplishment of these job targets that one can evaluate the progress of the LC and the performance of the LCL's. The following are job targets as they have evolved over a period of four years.

Philosophical Foundations LC 1976-'77 Targets

1. Develop and implement inter-disciplinary mini-courses such as classical philosophy, theocracies, archeology, visual culture of the American people, slavery in antiquity, and religious persecution
2. Utilize various sources from interrelated fields within the school and community e.g. guest lecturers and presentations in such areas as the arts, the National Organization for Women, the Right to Life Society, and John Birch Society
3. Plan and implement the advisor/advisee system and the utilization of guidance services through the LC's guidance counselor
4. Create and maintain a student/faculty advisory committee within the learning community
5. Plan and implement a parental contact system via parents' nights, picnics, and other social activities, and verbal and written correspondence
5. Submit monthly reports to the principal through the assistant superintendent for curriculum and instruction by the 30th of each month
7. Monitor cutting, failure, and tardy rates and produce programs to reduce these
8. Demonstrate that the learning community subjects interrelate.
9. Provide for individualized programs for learning community students with special needs.
10. Update curriculum guides as necessary. Refer to syllabus.
11. Be accountable for the academic functions for each team member
12. Develop and implement a program to determine the degree to which the learning community objectives are being achieved
13. Formulate a program by which students are exposed to activities, potentials, teachers, and ideas of other learning communities.

Upper Class General Education LC 1975-'76 Targets

1. By December of this year students will be generating self-discipline, as viewed through classroom work and attendance.
2. All students will be tested in the areas of math, science, social studies, and English both at the beginning and end of the school year to give a clear understanding of their strengths and weaknesses as well as the amount of improvement.
3. There will be a decrease in the 1974-'75 absentee percentage by 5%.
4. There will be a decrease in the number of discipline problems by boosting the "self-image." (Create a more positive outlook toward school and work.)
5. By May 1 fundamental steps will have been established for the development of an individualized progress program. Completion of this project would be done by September of '76.
6. Personal data sheets will be established and maintained on each student. They will contain the following pertinent information.
   - A. Skills Needs
     1. Weaknesses in grammatical skills
     2. Weaknesses in reading skills
     3. Weaknesses in speaking skills
   - B. Classroom Production
     1. Behavior
     2. Attendance
     3. Insight towards discipline relationships
   - C. Attitude
     1. Toward self
     2. Toward peer
     3. Toward teacher
     4. Toward school environment
   - D. Work Progress Chart: areas completed, papers completed, and date turned in
   - E. Participation in: outside activities and school activities
   - F. Number of conferences held with students, parents, and counselor.
7. Due to a need for improving the overall attitude within the team it is our opinion that the job targets for this school year be set up to handle the basic areas of:
   - A. Positivism toward self and others around them
   - B. Self-discipline
   - C. Self-motivation

Once you have the student willing to listen, you can begin the real work. This is not to say that teaching will not take place! The vehicle for developing the mentioned goals will, of course, be through the material taught.

The LCL should prepare progress and activity reports periodically for submission to the principal. At least one formal monthly meeting among the principal and his assistants, and the LCL's is also necessary to maintain the flow of communication. Even an informal meeting in

the hall or at lunch may serve as an important communicative link in keeping the administration abreast of LC activity.

The LCL should look to the administration for certain supportive functions. For example, the administrator whose function is to handle discipline problems should supply information to LCL's. The LCL should know who are the students in the LC who have had or have disciplinary problems. The disciplinarian could arrange a system whereby the LCL is immediately informed when a problem arises concerning one of the students. The LCL, as "mini-principal," should utilize each of the administrators responsible in such areas as staff development, curriculum, guidance, discipline, and building utilization.

An active and successful LCL insures that the learning community teachers are working cooperatively and efficiently.

A commitment that is very worthwhile for the group is getting to know and understand each other. Knowing each other's special interests, time commitments within and beyond the school, families, and special areas of expertises will pay dividends throughout the school year. Work that must be done by the LC teachers is more easily divided and successfully accomplished when the LCL and his teachers know each other.

Another commitment that must be made by each LC teacher involves team planning. The word planning is used in a broad sense. There are a variety of things accomplished during so-called team planning sessions. During the school year this time might be spent in arranging or rearranging team schedules, developing interdisciplinary lesson plans, conferring with guidance or parents, discussing classroom methods, finalizing field trip arrangements, or making telephone calls about students' progress. It is essential that this time, two or three hours per week, be built into the schedule for each team teacher.

Some team planning time should also be arranged for the summer. There is always work to be done to improve the curriculum. Expanding on programs that seemed to work, eliminating programs that, in retrospect, didn't work, and developing new programs are the realm of activities best done in the summer.

The LCL has a responsibility to maintain the decision making process as it relates to each student of the LC. It relates to LC students in three ways:

1. Individually — Student to teacher (Advisee/Advisor)
2. Collectively — LC students to LC teachers (Learning Community Advisory Council)
3. Collectively — LC students to students in school (Student Advisory Council)

On the individual level one should try to develop and improve the interpersonal relationship between student and teacher. This can be done through the implementation of an advisor/advisee system. Each student (advisee) has a teacher in the LC who is his personal advisor. This may be arranged through the "gravitation" system, whereby the student freely chooses one of the LC teachers within a specified period of time. For those students who have not gravitated, LC teachers seek them out trying to match teacher personality with student personality and need.

Students should be made to understand that the advisor-advisee relationship may be a temporary one. Students can change advisors at any time and shouldn't feel locked in once an

advisor has been selected or appointed.

Those one-to-one meetings between LC student and LC teacher should occur both formally and informally. These meetings may be confidential in nature. Such things as progress, problems, accomplishments, and attitudes are discussed. When the meeting is **formal** (called by student or teacher) records should be kept as to what was covered.

To maintain the decision making process between the LC students and LC teachers the LCL should establish a Learning Community Advisory Council (LCAC). The LCAC is a group of elected and/or appointed LC students and teachers who help to maintain LC cohesion through communication and recommendation.

The LCAC should function as an advisory body, helping to govern the LC. The function of the LCAC is to bring to light any areas of concern in the LC. The following are some areas of concern: disciplinary procedures, independent study programs, seating arrangements, testing

procedures, bus schedules, gym class, problem students/teachers, social activities, etc.

The recommendations of the LCAC should be formed through consensus. Consequently, some time must be given to developing small group dynamics — brainstorming, value-clarification, and consensus making activities, so that council members will have the skills needed for efficient group decision making.

The organization of the LCAC is up to the LC and its membership. Certainly a president and a recording secretary are needed. There is also need for an agenda person who is amiable and available to both LC students and staff.

The LCL should encourage his students to maintain the decision-making process in the school as well as in the LC. LC students may volunteer or be appointed to serve on the Student Advisory Council. This council is a direct line of communication to the principal on a variety of social and academic issues including curriculum, discipline, grading systems, smoking area, etc.

The LCL should maintain a working relationship with each of the department

chairpersons in those areas involving the LC teachers. The department chairpersons serve as resource people to the principal and LCL's in maintaining the integrity of the curriculum and in reporting on teacher performance (teacher observation). The department chairpersons are a fail-safe system for the principal when a teacher is the problem in those areas.

The LCL should set an example, and encourage each LC teacher to follow, in utilizing the department chairpersons. As resource people they are invaluable. They know the materials that are available including staff expertise, special speakers, films, texts, etc. As masters of method they may aid to develop and improve classroom technique. As curriculum experts they become conferees in holding curriculum boundaries. Learn to use the department chairpersons.

COMMUNITY BUILDING by Peggy Firestone

The concept of learning communities stresses that the school can provide a thoughtfully designed cognitive program that remains currently valid with an individual student's evolving learning needs. This learning program is a total human experience that grows healthfully in an atmosphere that is productive and caring. The community leader sets the tone and guides in structuring the framework that will support these ideals. Community building is the establishment of a climate of mutual support. It will be necessary for the leader to encourage: effective communication, high interpersonal trust levels among learning community members, consensus decision making, and appropriately high expectations for learning and behavior.

Awareness

For the leader, awareness is the first important aspect in community building. The community of people who choose to share in this cooperative effort need time and encouragement to find comfortable relationships to their tasks and each other. The mood or climate that prevails is a composite of these relationships. It is necessary to become sensitive to

the nature of the behavior exhibited by each community member. What causes him/her to perceive and interpret situations as (s)he does? How does (s)he come to have certain feelings and how does (s)he deal with them? Such awareness enables the community leader to approach issues with empathy and understanding. This is a key to effective communication. In conjunction with the clear expression of ideas and expectations, awareness will encourage trust.

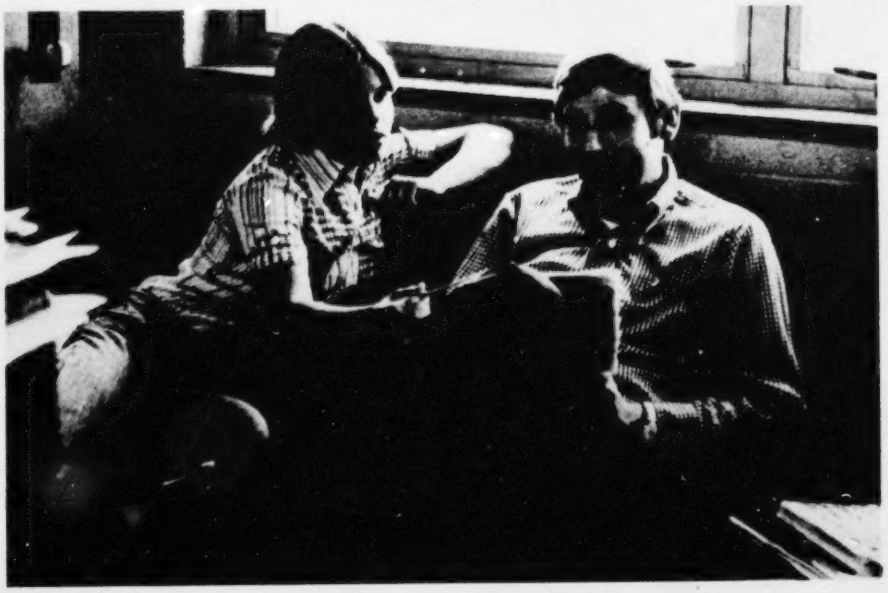
Trust Encouraged by Open Communication

When a climate of trust exists individual fears of failure and rejection are reduced while mutual support is built. It encourages increased creative risk taking, honesty, and openness. In order to build trust in your learning community all members must first come to an agreement as to what trust is and is not, an understanding of how to develop and maintain it, and a commitment to work toward it. As leader, you **model** trustworthiness through expressions of warmth and words that are congruent with non-verbal cues. It will be very useful for you to become familiar with at least some of the many trust building exercises that have been published (refer to the Bibliography.) These exercises prepare the climate for shared planning and decision making.

Don't take trust and communication for granted. The learning community is unique in that students and teachers will be working closely together for extended periods of time. Set aside time on a regular basis for mini-workshops aimed at establishing and maintaining these qualities. (Please see Appendix for sample trust-building workshop.)

Shared Decision Making

Trust must be maintained through the decision making process. One person's or small group's ideas cannot be allowed to "railroad" the rest of the learning community. Every effort should be made to make decisions by consensus. While consensus does not guarantee



everyone's first choice, the group continues working until it finds a decision that each member is willing to "live with." The voting process is different from this consensual process in that a majority of the participants overrules the views of other members, thereby creating a win/lose, low trust climate. When decisions are consensually agreed upon, all members have contributed to the integration of various points of view. A method for bringing your group to consensus is:

1. Have your community members brainstorm* all possible alternatives (problems, needs, etc.) quickly, listing each item without discussion or judgment. Far-fetched ideas are encouraged because they may trigger more practical ideas.
2. Review the entire list, clarifying the meanings and implications.
3. Review the list again, identifying those items in turn that are POSSIBLE, FEASIBLE, and lastly, DESIRABLE. Be sure you discuss the consequences of each option.
4. Test each option with the question, "Is there anyone who cannot live with this alternative?"
5. Continue clarifying and discussing until at least one option can be lived with and supported by all.

Clear Expectations

Finally, it is crucially important that expectations be clearly and openly defined. This includes the expectations of teachers for students and vice versa; of parents for students and teachers, and vice versa; of learning community members for the community leader (LCL); of the LCL for community members; of students for students; learning community members for administration; and administration for the learning community. This does not mean that each involved person is bound by the expectations of others. It **does** mean that as each makes decisions about his/her behavior and performance, (s)he is fully aware of the consequences. The following sample of a community building workshop will lay out a possible parttern for community development.

Team Building Workshop
October 7, 8, 1976
YMCA Camp Bernie

Population for Day 1 and 2:
25 students and 3 teachers

Goals:

Day 1. To get to know and appreciate one another
To uncover individual and group learning styles

Day 2. To establish climate goals for ourselves by identifying caring behaviors
To acquire the skill of active listening
To experience productive group task
To receive personal feedback

Agenda:

Day 1. 9:00 - 9:15 Goals Presentation

*Brainstorming is an activity that generates ideas. These ideas are expressed spontaneously as a recorder writes them where they are visible to everyone. Questions and judgment are reserved, freeing up imagination and lowering risk.

	9:15 - 12:00	Non-verbal trust exercises
	12:00 - 12:30	Lunch
	12:30 - 1:30	Sharing Activity
	1:30 - 2:45	Learning Styles Inventory
	2:45 - 3:00	Whip
Day 2.	9:00 - 9:15	Goal Presentation and Review of Previous Day's Experiences
	9:15 - 9:45	Re-entry Sharing Experiences
	9:45 - 11:45	Caring Behaviors Exercise
	11:45 - 12:15	Horseback Riding and Bar-B-Que preparation
		Lunch:
	12:15 - 12:45	Horseback Riding and Clean-Up
	12:45 - 1:15	Partial Listening: Exercise
	1:15 - 2:00	Listening for Meaning: Exercise
	2:00 - 2:30	Strength Bombardment: A Feedback Activity
	2:30 - 2:45	Whip
	2:45 - 3:00	Evaluation

Goals Presentation: 15 minutes

Everybody is sitting comfortably in a circle. The atmosphere is different from the school atmosphere. You have selected a quiet place, a place where everyone feels comfortable. On an easel you have the day's learning goals written on newsprint. You may begin the introduction by describing why you are all there together. This description will include the goals of both days' work. It is productive to acknowledge the needs and the strengths that exist within the community to date. The following excerpt and the non-verbal trust exercises, taken from REACHING OUT by David W. Johnson will help you understand some of the main responsibilities as facilitator in this workshop.

When the other person takes a risk in self-disclosure there are five things you should work into the conversation:

. . . Make sure the other person feels supported for taking the risk.
. . . Make sure you do not reveal your feelings about the situation.
(This provides greater opportunity for spontaneous expression.)
. . . Make sure you never show lack of interest.
. . . Make sure, if you disagree, that the other person knows you are rejecting his/her ideas, not him or her as a person.
. . . Reward openness with openness.

Non-Verbal Trust Exercises 2 hours, 45 minutes

9:15-12:00
Lecturette:

Taking a risk which makes you vulnerable to another person and receiving support can take place in a variety of nonverbal as well as verbal ways. One of the interesting aspects of the

development of trust in a relationship is that sometimes the sense of physical support can be as powerful a developer of trust as a sense of emotional exercises. Each of them is related to the development of trust. Before you attempt the exercises; however, you should carefully consider the following points:

1. No one with a bad back or another physical condition that might be adversely affected should participate in an exercise in which they might be roughly handled.

2. Although these nonverbal exercises can be used as a form of play, they should be used only for educational purposes. That is, they should be done for a specific learning purpose, such as learning more about the development of trust, and they should be discussed thoroughly after they have been done.

3. Do not enter into an exercise unless you plan to behave in a trustworthy manner. If you cannot be trusted to support another person, do not enter into an exercise where you are responsible for physically supporting him. No one should be allowed to fall or to suffer any injury.

4. No group pressure should be exerted upon individuals to participate. Participation should be strictly voluntary. If you do not feel like volunteering; however, you may find it interesting to analyze why. You may learn something about yourself and your relationships with other members of the group from such an analysis. A lack of trust in the group or in other individuals might lead you to refuse to participate; on the other hand, a sense of adventure and fun might lead you to volunteer even though you do not trust the group or other individuals.

5. Go outside if the weather is good; use a carpeted room otherwise.

Trust Circle:

This group stands facing into a close circle. A volunteer, or a person who wishes to develop more trust in the group, is handed around the inside of the circle by the shoulders and upper torso. He should stand with his feet in the center of the circle, close his eyes, and let the group pass him around or across their circle. His feet should not move from the center of the circle. After as many people who want to try it have been passed around the circle, discuss the following questions:

1. How did it feel to be on the inside of the circle? What were you thinking about; what was the experience like?

2. How did it feel to be a part of the circle, passing others around? What were you thinking about; what were you experiencing? Did you feel differently with different people in the center? Did the group behave differently when different people were in the center?

3. Some groups take a great deal of care in passing a person around and are very gentle; other groups engage in aggressive play and toss the person from side to side. What did your group do? What does it signify about the group and the members?

Trust Walk:

Each member of the group pairs up with another person. One person is designated as the guide, the other as a blind person. The blind person should close his eyes and the guide will lead

him around the room. The guide should grasp the wrists of the blind person and either from the side or from behind guide the blind person around the room, planning as "rich" an experience as possible for the blind person using all the other senses besides sight. Touching experiences such as feeling the wall, the covering of a chair, the hair or face of another person are all interesting. If you can go outdoors, standing in the sun or the wind is enjoyable. In a large room trust in the guide can be tested by running across the room, the blind person keeping his eyes shut. After 15 minutes, reverse roles and repeat. After both individuals have been a guide and a blind person, discuss the following questions in the group as a whole:

1. How did it feel to be the blind person?
2. What were some of the best experiences your guide gave you?
3. What did you learn about the guide?
4. What did you learn about the blind person?
5. How did it feel to be the guide?
6. At this point, how do the two of you feel about each other?

Trust Fall:

Partners stand, one with his back turned to the other's front. With his arms extended sideways, he falls backwards and is caught by his partner. Reverse roles and repeat. You may like to try the exercise with several different group partners. Then discuss in the group as a whole the following questions:

1. How did it feel to fall? Did you doubt that the other would really catch you?
2. How did it feel to catch your partner? Did you doubt that you would be able to catch him?
3. How has trust in the individuals who caught you been affected?

Trust Cradle:

The group forms two lines by the side of a volunteer. The volunteer leans back and the group picks him up, someone supporting his head. The volunteer should close his eyes and relax as much as possible. The group rocks him forwards and backwards. Slowly the group raises the person up, rocking him all the time, until he is as high as they can lift him. The group then slowly lowers the person to the floor, rocking him back and forth all the time. This can be repeated with several or all of the members of the group, depending upon the amount of time available. Afterwards, the group as a whole should discuss the following questions:

1. How did it feel to be cradled? What were you thinking of while the group was cradling you? What were you experiencing?
2. How did it feel to cradle the different members of the group? Did you have different feelings with different people?
3. How has trust in the group been affected by the experience?

The Whip (10 minutes)

Follow the non-verbal exercises with a short exercise that helps each participant summarize learning and group sentiment. Sitting in a circle, each person finishes the following sentence stems: "As a result of this experience I have learned . . " "This is how I feel about

what I have learned: . . ." There is no discussion or evaluation of individual responses; and if a participant does not choose to share, (s)he may "pass." This activity is named **The Whip** for the quickness with which it can be accomplished.

12:00 - 12:30

Lunch — 30 minutes

Students and teachers enjoy having barbequed hamburgers, etc. It's time out.

12:30 - 1:30

Sharing Activity — 1 hour

A. Participants are instructed by the group leader to put the following information on a card for the purpose of allowing others to read.

YOU

1. Name two things that are presently either in your pocket or bag that symbolizes you in some important way.
2. If your house were on fire and all living things were safe what object would you run back for in a great effort to save?

OTHERS

1. Name the one person who is most nourishing to you.
2. Name any one person or thing that you would wish to be.
3. What was the best advice you ever got?

PLACES

1. Name the place you would most wish to be.
2. Name the place you have to see before you die.

B. Mill and share information; or sitting in a circle, share the information and discuss the importance of some responses.

Alternative: Each participant makes a paper "sculpture" from construction paper that demonstrates . . . "This is how I remember my feeling when someone taught me the most

important lesson of my life." (Note: Learning is tumultuous, chaotic.)

DAY 2:

9:15 - 9:45

Re-Entry Sharing Experience

Announce to the group there will be a brief sharing period. Each group member may share what he wishes but should limit his/her sharing to 3 sentences. The leader may select as many of the topics below as he/she wishes, repeating the 3 sentence limitation each time a new one is introduced. The leader may write a topic on a chalkboard or flip chart should he/she so desire.

Questions and Themes Related to Workshop Experiences

1. What is the most positive thing that has happened to you during this workshop?
2. What is the most beautiful object that you have seen or the most beautiful experience you have had during this workshop?
3. What positive action on the part of another person have you observed during this workshop?
4. What did you enjoy most during this workshop?
5. What is the most important positive idea or thought you have had over the course of this workshop?

9:45 - 10:30

Here and Now Experiences

1. Say something nice about yourself.
2. Say something nice about another person in the room.
3. During the next five minutes, do something that will make you feel more positive, more joyful or that will give you a more optimistic outlook. (Everyone who wants to feel free to, stand up and move around in connection with this.)
4. Take one minute to give a positive, non-verbal message to at least two persons in the group. (Facilitator illustrates what is meant by non-verbal message.)
5. Share a positive or joyful feeling you have now.
6. As a group let's take 3 minutes to make a quick decision inventing a joyful experience everyone can have right now. (Decide on it, then the group can use 2 minutes to carry it out.)

Note: Facilitator may start the process and ask a person on one side of him to continue, going around the circle. If someone can't think of anything to say or do simply state: "We'll skip you now and after everyone has had their turn, anyone who has been skipped will have a chance to contribute if they want to. Alternately, the leader may start and anyone in group may say or do something in response to a question or a theme in any order.

Caring Behaviors

Exercise 1.

How do you go about making other people feel good?

Discussion: 5 minutes (9:45 - 9:50)

Begin by asking the question: "How do you go about making other people feel good?" After a few responses, discuss the value of "good" feelings when people are working together. Introduce the concept of caring behaviors.

Activity: (9:50 - 10:20)

1. Verbally brainstorm as many specific behavior ideas as possible, e.g., a smile, an offer to help another with a difficult task, to compliment, to give objective criticism.
2. Select a group recorder for each small group (or for the large group of teachers and students). Allow enough time for the recorder to jot down the suggested behaviors.
3. Please avoid any evaluation or discussion.
4. When each group is done the group recorders will read all suggestions to the large group. If working with one large group, all suggestions will have been noted on newsprint placed in front of the group.
5. Select the most appropriate and important behaviors to be used in the classroom.
6. Make a master list of important caring behaviors on newsprint placed before the large group. Add any important behaviors that may have been missed.

What you have now, are some caring behaviors which, if practiced, might improve the climate of interpersonal trust and understanding in the classroom.

Activity: (10:20 - 11:50)

1. In small groups or in one large group discuss how you can get these behaviors to occur. How can teachers and students help each other maintain these behaviors?
2. Recorders will record suggestions using two separate lists: Who can help? How can the help be given? Plan as specifically as possible in the way of actual activities.
3. Select activities that are appropriate or important for classroom use.
4. Share suggestions with the large group.
5. Add to the master list of caring behaviors already on newsprint.

Don't stop now! There are two sides to this issue. You can't really work on caring behaviors directed toward others unless it is "safe" to do so. It is not safe to interact comfortably if certain uncaring behaviors directed toward others are allowed to continue.

Activity: (11:55 - 12:35)

Initiate a five minute discussion with the question: "How do you go about hurting other people?"

1. Verbally brainstorm as many specific ideas as you can.
2. Allow time for your group recorder to jot them down.
3. Please avoid any evaluation or discussion.

4. When members of the group are finished, the recorder will read the ideas back to you. Write down the behavior examples that you think are most destructive to a caring classroom climate.
5. Present final list of destructive behaviors to the large group by selecting a group spokesperson.
6. List these on a master chart for all participants to see.

Again, you should have a useful list. Now, how can you get these behaviors to stop in the classroom? How can each of us be helped?

This whole unit is designed to reveal the specific behaviors which comprise the abstract concept of caring. It has been my experience that this approach can be a very important behavior change catalyst when students are actively involved in the process.

The Whip

Activity: 10 minutes (refer to page 25)

Introduction to Listening Exercise (5 minutes)

Check caring behaviors list and quickly check for activities that require listening skills. Gathering accurate information and acquiring sensitivity to another's feelings are necessary skills to acquire if people are to work comfortably together. The following are two short exercises that quickly demonstrate how listening behaviors can affect the quality of a caring climate.

Listening and Responding — Guidesheet 111-C 12:50 - 1:15

Exercise:

Partial Listening versus Listening for Meaning

Divide into groups of four.

Conduct a discussion on . . . (My hopes for next year.) Discuss this topic for five minutes.

Listen to what others say but only for the purpose of using some small part of what they said in order to change the discussion to something more interesting to you. In other words, you acknowledge their statement but use it only as a polite way of introducing your own ideas into the conversation. (This is called a asyndetic response.)
(15 min.)

Discussion:

How did it feel having others change the subject right after your own statement?
How did it feel changing the subject right after others had made the statement? (15 min.)

11:15 - 2:00

Exercise:

Listening for Meaning. Attending and Negotiating for a Meaning Response

Divide into pairs. Designate one person A and the other B. A makes a statement about himself, about B, or about their relationship.

B responds by saying, "What I think you mean is . . ." (He then says what he thought A meant. He does not try to speculate about why he thinks that or about why A might be saying that. He simply states exactly what he thinks A meant and A is able to respond to B with, "Yes, that is exactly what I meant." Do not add or go beyond the original meaning and don't try to analyze each other. Simply attempt to get at the exact meaning of what is said.

A makes a second statement. B responds with, "What I think you mean is . . . " The two then negotiate the exact meaning of the statement.

A makes a third statement. B responds as before.

Reverse the process. (15 min.)

Discussion:

How did it feel to make a statement and have your partner reply with what he/she thought it meant, then for you to negotiate the **exact** meaning of the statement? How did it feel to listen to your partner's statement and respond with what you thought it meant, then for you to negotiate the exact meaning of the statements? How was that different? (15 min.)

Closure

Discussion:

Did you always communicate what you intended to communicate?
Did you find the listener responded only to part of what you said?
Was it ever unclear what the speaker had in mind? What made it unclear?
(In large group . . . discuss in quartets, etc.)

2:00 - 2:30

Strength Bombardment

Each person takes a sheet of newsprint and puts his/her name on it. Passes it to the person on the right who will:

. . . describe two admirable qualities in the person either with words or pictures
. . . leave a wish-message that describes your hope for him/her

Continue process until all papers have been done (drawings, messages, etc.)

Each participant is presented with finished message sheet.

Messages, etc. are discussed by everyone.

The Whip

Activity: 2:30 - 2:45 (Refer to page 25)

Evaluation Sheet —2:45 - 3:00

Please complete the following sentence stems with a **one sentence response.** Be honest and informative.

This workshop experiences was .....
The most important exercise was .....
Because .....
I have changed .....
When I get back to our community classes I will .....
If I had more workshops like this one .....

Bibliography for Human Relations Building Exercises

A handbook of Structured Experiences for Human Relations Training
Volumes 1, 2, 3, 4, 5
by J. William Pfeiffer and John E. Jones

University Associates
Publishers and Consultants
7596 Eads Ave.
La Jolla, California 92037

Growing Up Alive, Humanistic Education for the Pre-Teen

by Tim Timmerman
Mandala Books
P. O. Box 796
Amherst, Mass. 01002

Learning Styles Inventory

by Alexis Lotas
Chippewa Valley School
Mt. Clemens, Michigan

100 Ways to Enhance Self-Concept in the Classroom
(a handbook for teachers and parents)

by Jack Canfield and Harold C. Wells
Prentice Hall, Inc.
Englewood Cliffs, New Jersey

Reaching Out, Interpersonal Effectiveness and Self-Actualization

by David W. Johnson
Prentice Hall, Inc.
Englewood Cliffs, New Jersey

Strategies in Humanistic Education
Volumes 1 & 2

by Tim Timmerman and Jim Ballard
Mandala Books
P. O. Box 796
Amherst, Mass. 01002

PUBLIC RELATIONS by Sally Hixson

While the internal process of community building is being established, the LCL should also be involved in another type of community building. How can the LCL make the public aware of the learning community concept? Public relations is an important aspect to any school system, but when introducing a new concept in a school system public support can play an important role in its success. The learning community leader is often called upon to present the learning community concept to the public. The LCL may be asked to speak at Rotary, Lions, PTA meetings, and other community events. This is just one of several reasons why the LCL should be aware of everything that goes on within the learning community and the learning community's influence on the rest of the school system. Specifically, the LCL comes in direct contact with three various publics: parents, social services, and various business communities.

Parents are the most important group of the various publics a LCL comes in contact with during the school year. The learning community concept helps the parents to become more involved in the education of their son or daughter. The easiest way for the learning community to begin communications with the parents is through a Parents' Night. It is the learning community leader's responsibility to sit down with the staff and plan a Parents' Night. A Parents' Night should be held as early in the year as possible. This helps the parents in several ways. First, when their son or daughter talks about a teacher, the parent can place a face with the name. Secondly, through the Parents' Night the parent has become familiar with the concept of what a learning community is and how it will help their son or daughter. Finally, the parent might not be so reticent about contacting the school. A successful Parents' Night can gather strong support for the learning communities.

Another way to gain support for learning communities is through parental conferences. The learning community leader should attend all parent conferences. One of the important functions of the learning community leader at these conferences is to make sure the conference is keyed in a positive manner. The parents should leave the conference feeling that the learning community really knows their son or daughter and is doing its best to help them.

Another way of communicating with parents is through progress reports. The learning community leader should be instrumental in helping the staff determine the format of the progress report and at what intervals the reports should be sent out. Overall, the progress reports should be kept positive in nature; yet, if there is a problem, the parent should be made aware of it. The learning community leaders should make sure that all staff members are involved in doing the progress reports.

In regard to social services, the learning community leader along with the guidance counselor should coordinate the learning community contacts with the social services.

The learning community leader should work closely with the guidance counselor in referring student problems to the appropriate agency and should be involved in any meetings with these agencies.

The third public which LCL's may come in contact with is various business groups. The learning community leader is responsible for coordinating any learning community programs which involve the business communities. One responsibility of the LCL is to provide the LC teachers with a directory of resource people from the business community. This can be done in

cooperation with other LCL's. The learning communities will find the directory to be a valuable resource tool.

The business community also offers the opportunity for practical experience for the LC students. Often this experience is gained through some type of employment orientation or work study program. The learning community leader should make sure the students are aware of such programs. The LCL should then communicate the LC students' needs to the coordinator of the work programs and help develop a viable program.

PLANNING by Peggy Firestone

Identification of the Problem

A group of interested teachers gathers. You have agreed that you would like to combine efforts to share in a total learning experience with a certain number of students in a certain number of subject areas. You are aware that the steps in planning the program are critical. Therefore, two issues are of concern: How do you guide your thinking so that you can provide clear direction for the learning community teachers? How do you guide learning community teachers and students to agreement on proposed learning goals and a common agreement on the community's philosophy toward learning and social behavior?

You can best clarify your thinking by having in mind a general planning pattern that will lead you in a logical sequence through the stages of program planning, implementation, and evaluation. A simple overview of the process is provided in the four questions that follow:

1. WHY — Why will the program exist? What needs can you identify that justify the existence of this learning program?
2. WHAT — What objectives will the program accomplish to meet the needs identified?
3. HOW — How will the program operate in order to meet these objectives?

4. HOW WILL WE KNOW WE HAVE DONE WHAT WE WANTED TO DO

   What information is to be gathered so that student learning achievement and student/teacher satisfaction with learning community processes can be measured for growth?

You may choose to share this simple sequence of questions with learning community teachers so that they may be aware of the direction their thinking is going to take as they work through the planning process.

Research shows that planning done without an adequate description of needs relies heavily upon a description of HOW something is to be done. In order to avoid putting the cart before the horse, that is, describing **how** the program works before it is decided **what** the program is going to produce, let us look at how to do a needs assessment study.

Question #1

Why Will This Learning Program Exist?

In order to guide learning community teachers, and eventually community students, to a common agreement your first teacher planning meeting will produce a "Learning Needs List" that will focus upon three areas: (a) student needs in the cognitive and affective areas, (b) teaching needs in the cognitive and affective areas, (c) the proposed social/emotional learning environment. The following questions may help in guiding the discussion.

1. What needs led to the proposal of this program?
2. What problems are student candidates having or producing?
3. How are these problems demonstrated?
4. What would you like to see happen with regard to these problems?
5. What strengths do the student candidates demonstrate?
6. How are these strengths demonstrated?
7. What would you like to see happen with regard to these strengths?
8. What else would you like to see happen?

Some possible areas for consideration:

. . . acceptable student behavior in cognitive learning
. . . peer/teacher caring behaviors
. . . acceptable teaching behaviors
. . . student teacher caring behaviors
. . . optional teaching methods (methods that differ from the presently acceptable)
. . . methods of student discipline
. . . "inspirational" teacher behaviors that promote positive smooth learning flow
. . . communication procedures with:
    . . . each other concerning student achievement
    . . . students concerning their achievement
    . . . each other concerning our satisfaction with LC
    . . . students concerning their satisfaction with LC
    . . . ourselves (informally)
    . . . parents

. . . general high school faculty
. . . principal
. . . director of curriculum and instruction
. . . other department heads
. . . community in general
. . . kinds of subjects taught within the LC
. . . broad spectrum of learning experiences with students
. . . important concept mastery
. . . how can learning experiences interrelate
. . . suitable inclusion of school guidelines
. . . how can students participate in the planning/implementation evaluation of their learning

In order for a complete identification of needs, students should be involved in answering these questions. A panel of students may volunteer to participate with teachers in the whole planning, implementation, evaluation process or they may be interviewed separately, in small groups, or in one large group. However you decide to arrange this, the result of this task is a specifically itemized list of "Needs," that is, discrepancies between **what already exists** and **what conditions you would like to have exist** within this new learning program. Your overall aim is to reduce these discrepancies or needs.

Summary Overview of Question 1: Identification of the Problem

Needs Assessment
(Where are you?)

Where is the student/program now?
How do you know?
What is the data?
How did you get it?
e.g. Student input
Parent input, etc.
Standardized tests
Teacher tests
Informal observation
Special Services
Other

Question #2

What Objectives Will the Program Accomplish to Meet the Needs Identified?

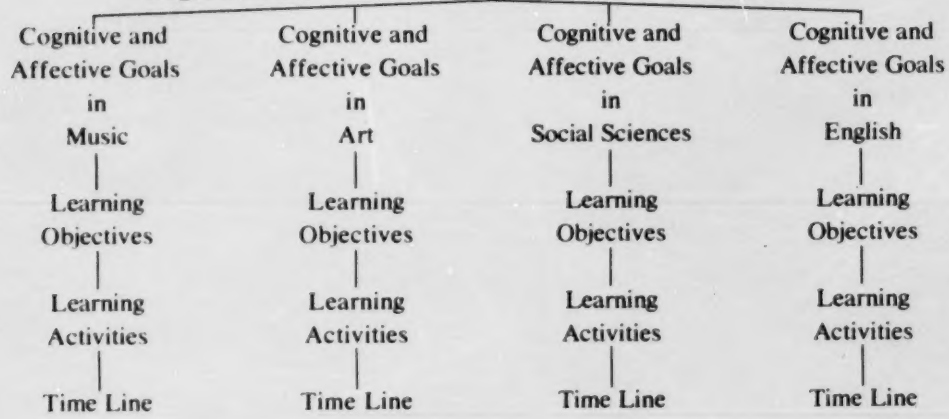
This question will be handled in two parts. The first part will speak directly to what the program itself will try to provide for student and teacher needs. The second part will deal with what individual students within the learning program will accomplish.

1. **What Will The Program Try to Provide to Meet Student and Teacher Needs?**

Goals and objectives are statements of intention. If something needs to be done, then what

do you intend to do about it? As you discuss each need that the program by its very existence will fulfill, ask the question: "What do we intend to do to meet this need?" For example, the need: "Given a student questionnaire and teacher observation, students interested in the arts need to participate in an integrated, diverse curriculum in the arts." The question: "What do we intend to do to meet this need?" The reply or the goal: "We intend to plan, implement, and evaluate a diverse, interdisciplinary curriculum that meets the assessed needs of fine arts student." And so, you describe your program in this way, using the needs information recorded from the discussion from Question #1: "What needs led to the proposal of this program?" In our learning community we use these program goals to describe teacher job targets in the cognitive and affective areas. In the visual diagram below you can see how program goals give shape to student learning goals, objectives, and activities.

Cognitive and Affective Program Goals and Objectives



The following are some sample program goals. They describe what you intend to accomplish as an organization. The program will have impact in two areas of student growth: intellectual and social/emotional. How will this learning program affect such growth?

Program Objectives: Cognitive

The Fine Arts Learning Community intends:
To plan, implement, and evaluate a diverse arts curriculum that meets the assessed needs of the students
To specifically explicate the goals and objectives of the learning community
To systematically monitor and record progress toward meeting program objectives and individual learning objectives
To provide each student the opportunity to master critical thinking skills
To provide each student the opportunity to master the skills of intelligent reading and writing
To provide each student with the opportunity to master critical skills in theatrical and musical performance.
To provide each student with basic instruction in the concepts of American history
To provide students with the opportunity to master critical skills in the visual arts media

To provide students with information and experiences that will allow them to assess the possibilities and implications of choosing the arts as an occupation

To provide an arts curriculum that inter-relates chosen subject areas in a thoughtful, meaningful way

Program Objectives: Affective

The Fine Arts Learning Community intends:

To attain and maintain high levels of student participation in the learning program planning, implementation, and evaluation

To attain and maintain high levels of parent/teacher participation in the learning program planning, implementation, and evaluation

To improve communication among learning community faculty members; faculty and students; student and students; students, parents, and teachers

To attain and maintain high levels of excellence in responsibility to self and others

To provide opportunities for students to express intuitive understandings of human relationships through the arts

To provide adequate opportunities for students to display their artistic talents
To increase student satisfaction with the learning environment
To increase teacher satisfaction with the learning environment
To ensure that students are aware of and adhere to organizational requirements such as attendance and discipline

As you can tell, each of the goals is quite general. As a whole they present a simple overview of the program's intentions. We selected each goal that was vague and broke it down into specific parts. For example, in the cognitive area goals we identified and defined twenty-six critical thinking skills that became, because of their specificity, what are called "Objectives."

Program Goal: To provide each student the opportunity to master critical thinking skills
*For example: Program Objectives: Cognitive

Students will acquire the ability to:
observe and report in detail without inserting opinions or biases
compare two things by listing similarities and differences
classify things into groups based on stated relationships, etc.

In the affective area, we described the specific behaviors of self-discipline, self-confidence, sound decision making, active listening, empathic communication and artistic performance from the single goal: "To attain and maintain high levels of excellence in responsibility to self and others." It is at this point that you become as specific about your intentions as possible so that there is common agreement as to what each goal and objective means. The next step is for teachers to design student learning goals and objectives in each subject area, using the program goals as a summary guide.

What Learning Objectives Will Individual Students Accomplish Within the Program?

Let us say, by way of example, that you are a social studies teacher, and it is your responsibility to teach the basic concepts of American history. The first program goal in the cognitive area directs you to assess the needs and interests of all incoming students in that particular field. You may refer to scholastic records and will have had an opportunity to talk with the students to determine their interests. Our students chose psychology as a vehicle to understand the growth of American culture. Students are now in the planning stages of setting up an archeological dig for next year's learning activities for continuing study in this area. Therefore, students may set the **general** learning goals and activities while the teacher sets the **specific** learning objectives that state in observable terms what the student will: write, recite, differentiate, solve, construct, list, compare, contrast, hypothesize, etc. For example, program goal in the affective area: "To provide students the opportunities to express intuitive understandings of human relationships through the arts."

Learning Objectives: "Given three to five objects recovered from the archeological dig, each student will:

1. List at least 3 conjectures as to the nature of the relationships in the society.
2. Given a "kind" or category of relationships between people, the student will express their own personal vision of that relationship through at least one art form (dance, mime, painting, drama, etc.)

All learning objectives and activities should follow in logical sequence and complement learning experiences in the other subject areas. A general time period (1 week, 3 weeks, etc.) is then proposed so that learning experiences of a similar nature or intent coincide.

Summary Overview of Question 2:

Program Objectives and Learning Objectives

Goals and Objectives
(Where do you want to be?)

What are your program goals and objectives and your learning goals and objectives
Are they achievable?
How were they determined and by whom?
e.g. Was the student involved?
Were his/her parents involved?
Were other staff members involved?
Are objectives clearly stated?
Are they measureable?
Is there a time-action line?

Question #3

How Will the Program Operate in Order to Meet These Objectives?

Implementation

In other words, what methods can be used to achieve our purpose? One purpose is to attain and maintain a high degree of enthusiasm from community members toward the growth of the learning program according to its goals and toward the growth of interpersonal relationships within the community. As far as our experience is concerned, we have found that frequent assessment in the cognitive and affective areas keeps community members adequately informed of the specific consequences of our endeavors and helps us to make plans accordingly. In areas of cognitive learning, pre and post quizzes, completed learning objectives, individual successes, and grades give us information about the organizational environment. If the organizational pattern of the community is clear and mutually agreed guidelines are held, there should be ample opportunity to create successfully and in an orderly fashion. To measure growth in affective areas, opinionnaires are presently the most effective means of gathering information. Three such opinionnaires are included at the end of this segment.

Within the Fine and Applied Arts Learning Community, having done quarterly assessments, we have a minimum of a two hour block of time four times per year to discuss the results of our surveys, determining the causes of needs and successes. Thereafter, student representatives from the community suggest activities that will strengthen areas of success and remedy areas of need. Meanwhile, through weekly meetings with student representatives and informal class discussions when the need arises, each member is kept continually appraised of of community growth and is encouraged to contribute individually toward the success of the whole.

Even though this venture may be new for you, invite yourself to reflect a genuine feeling

of support and enthusiasm for the learning community ideals. A verbalized and implied respect for the importance of each member's contribution is important, and an honest faith based on awareness through continuing assessment and shared problem solving/decision making makes each member do as much as possible to make the learning community a success. Therefore, your responsibility is to ensure that the community is functioning as well as possible given the opportunities and constraints. The strength that is gained through accurate information and assuances provide clear guidance and will be interpreted as a source of strength to others.

Community Sentiment Index (Student)

A student opinionnaire can be taken twice per semester (at most) or once per semester (at least). Document A, The Learning Community Sentiment Index, is an adapted form of the Stern's School Sentiment Index. You can master chart student responses according to:

Mode of Instruction:..... Items 1, 7, 9, 14, 16, 20, 25, 29, 35, 44, 53
Authority and Control:..... 5, 13, 30, 33, 34, 46, 47, 52
Interpersonal Relationships:..... 11, 17, 37, 38, 41
Learning:..... 10, 22, 23, 26, 27, 42, 51, 55
Social Structure & Climate:..... 4, 6, 19, 24, 28, 31, 50
Peer:..... 8, 15, 21, 32, 36, 40, 49
General:..... 3, 12, 18, 24, 43, 56

FINE AND APPLIED ARTS LEARNING COMMUNITY

SENTIMENT INDEX

Instructions to the Students: Please answer "Yes" or "No" to the following questions. Place the answer in the left hand column.

____1. Most teachers try to explain to me why I deserve the grades I earn on assignments and tests.

____2. Most of my teachers seem interested in the things I do outside of the Learning Community.

____3. Each morning I look forward to coming to this Learning Community's classes.

____4. Our team has too many rules.

____5. Most of my teachers do not allow students much choice of what they study in class.

____6. I often feel rushed and nervous in team classes.

____7. Most of my teachers give assignments that are too difficult.

____8. Students here are supportive and friendly.

____9. Most of the teachers try to make their subjects interesting to me.

__10. I hate having to do homework.

___11. My teachers are interested in what I have to say.

___12. It is clear to me why I should not drop out of this team.

___13. In most of my classes, I have the opportunity to choose assignments which are most interesting to me.

___14. Most of my teachers give assignments that are just busywork.

___15. I enjoy working on class projects with other students.

___16. Most of my teachers really like their subjects.

___17. Most of my teachers seem personally concerned about me.

___18. I enjoy learning in this team.

___19. I think there is too much pressure in our team.

___20. Most of my teachers will accept suggestions from their students

___21. Our team is a good place for making friends.

___22. I like the challenge of a difficult assignment.

___23. I find it difficult to start working on my assignments until they are almost due.

___24. I am very interested in what goes on in this team.

___25. Most of the decisions made in our team are made by the teachers.

___26. There are other reasons for team involvement besides learning.

___27. There are important subjects not taught in our team now which I would be interested in taking if they were offered.

___28. Students have a voice in determining how this team is run.

___29. Most of my teachers encourage me to think for myself.

___30. I think most of my teachers are fair to me.

___31. I generally try to get involved in team activities.

___32. I really like most of the kids in this team.

___33. My teachers don't allow me to be as creative as I am able to be.

___34. Most of my teachers recognize my right to a different opinion.

___35. It is not difficult to get the most popular kinds in our team to include those who aren't as popular in their activities.

___36. If I wanted to join certain groups in this team, I would be accepted.

___37. I enjoy talking with many of my teachers after class.

___38. Most of my teachers are critical of the way young people dress and talk.

___39. Teachers are well prepared to teach my classes.

___40. It's easy for a new student to find friends here.

___41. Many of my teachers could be trusted if I discussed a personal problem with them.

____42. My favorite classes, regardless of subject, are those in which I learn the most.

____43. The team is important to me because I find many of the things I learn are useful to me outside of the team.

____44. I usually get the grade I deserve in class.

____45. Teachers are usually the friendliest with the bright students.

____46. Most of my teachers are still fair with me as a person even when I've done poorly on my school work.

____47. Most of my teachers make it clear about how much the students can "get away with" in class.

____48. I enjoy the social life here.

____49. I feel there are too many cliques in this Learning Community.

____50. In our team, other people really care about me.

____51. I usually do more team work than just what is assigned.

____52. Most of the teachers in my team can control their classes.

____53. It is possible to be popular in our team and also be an individualist.

____54. Many of my teachers are often impatient.

____55. Occasionally I have discovered things on my own that were related to some of my team subjects.

____56. This team is related to the skills I'll need after I graduate.

Another kind of assessment can occur quarterly that will provide a visual pattern of student inclusionary/exclusionary communications among peers. Document B is called a Sociogram. Simply ask each student to (a) place his/her name at the top of a piece of paper and then add the names of three people in the LC with whom he/she would like to work. The reason for this task can be for the purpose of small group structuring of class projects, etc. Tally the votes as follows:

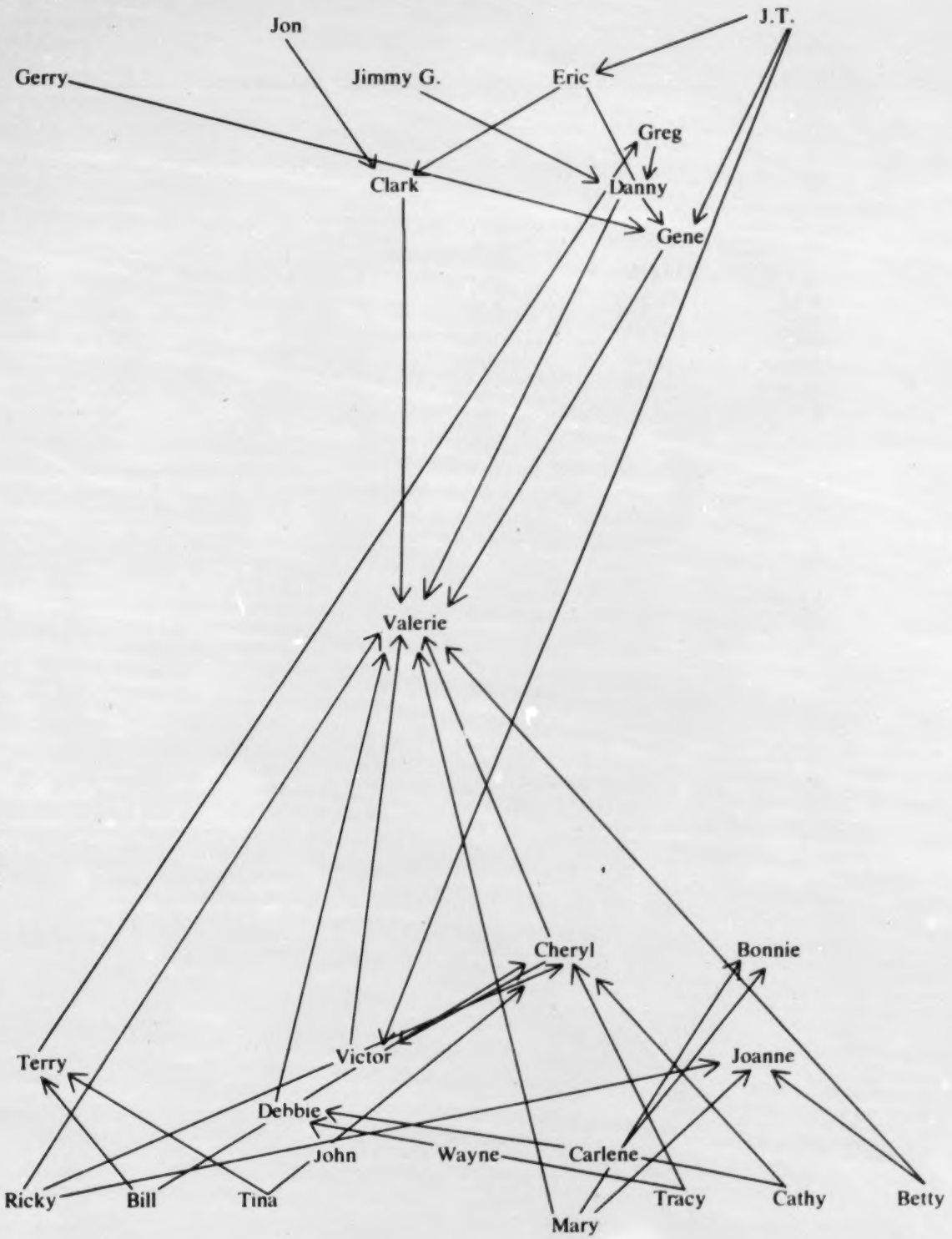
1. List each student's name and then the name of his chosen work partners beside that of the chooser.
2. Count which student received the most responses and on a piece of graph paper place the highest figure count at the center. For example, Valerie received 12 votes, therefore, the number 12 is placed in the center of the paper. Count backwards to zero toward the top of the paper and conversely, toward the bottom.
3. Place Valerie's name "dead center," indicating the 12 response place. Proceed accordingly with all other names.
4. Your first draft will be sloppy and unreadable. However, DO NOT LEAVE THIS TASK AT ANY POINT IN THE PROCESS OR YOU'LL NEVER MAKE ANY SENSE OF IT WHEN YOU RETURN. Place names along the number line, spaced in such a way as to provide readability.
5. Establish by means of double-headed arrows, those choices which were reciprocal.

6. Establish by means of single-headed arrows those choices which were not reciprocal.

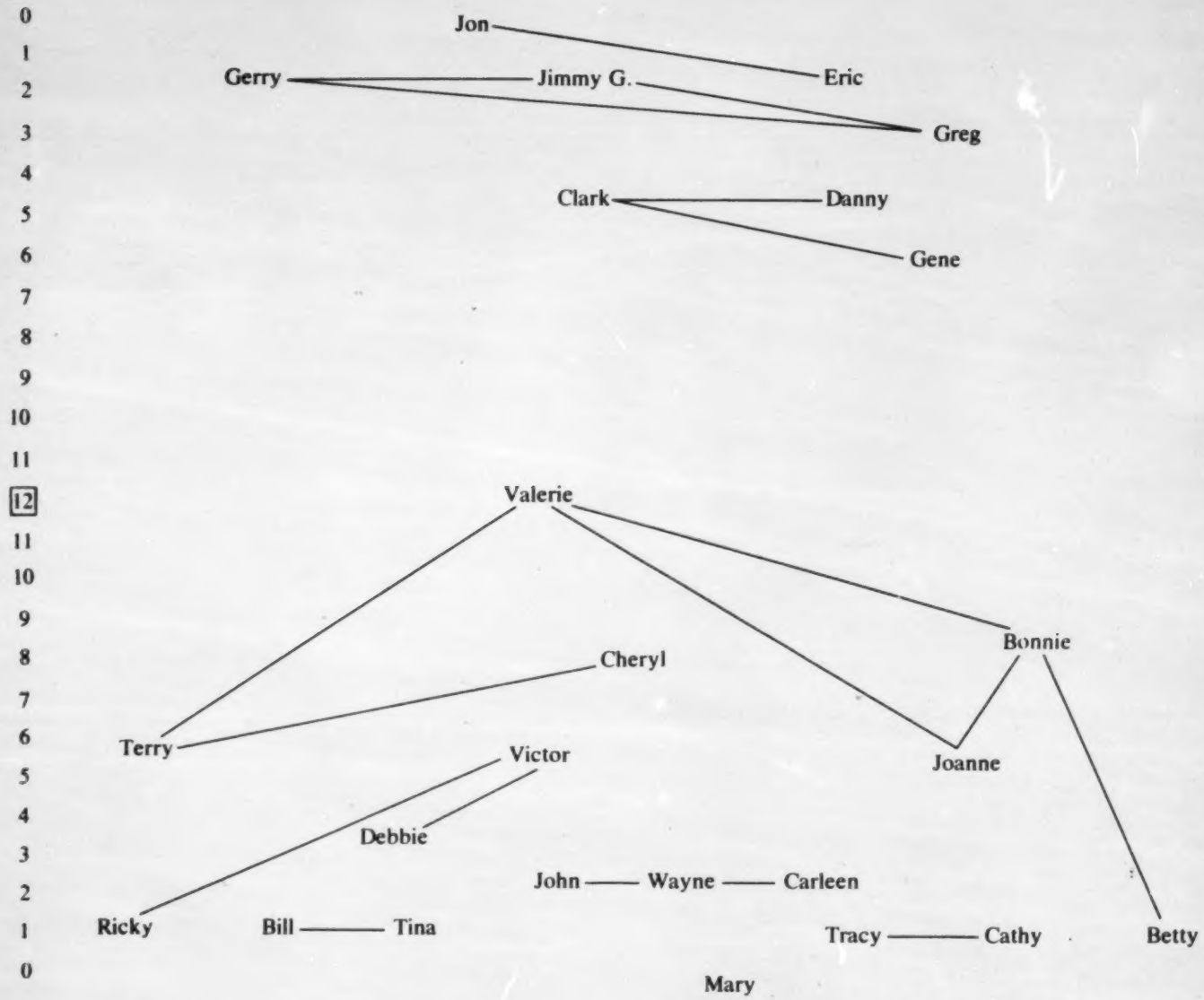
The data will illustrate "cliques" or otherwise interpreted groupings, thereby contributing to your understanding of how the learning group functions inter-personally and contributing to your structuring concerning student needs. Some students will need you to "unlock" them from biases. It is important that students not be allowed to see the information you and your teachers **interpreted** from the gram for obvious reasons.

November 1, 1975

Non-reciprocal choices



Document B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6
5
4
3
2
1
0
Jon
Eric
Gerry
Jimmy G.
Greg
Clark
Danny
Gene
Valerie
Bonnie
Cheryl
Terry
Joanne
Victor
Debbie
John
Wayne
Carleen
Ricky
Bill
Tina
Tracy
Cathy
Betty
Mary

Teacher Satisfaction

The LC faculty can anonymously volunteer their opinions concerning LC operations by filling out the Learning Community Teacher Attitude Survey labeled Document C that follows. Discussion of mutually agreeable satisfactory and unsatisfactory results can result in clarification of issues and strategies for change.

LEARNING COMMUNITY TEACHER ATTITUDE SURVEY

1	2	3	4	5	6	7	8
Almost never		Occasionally		Frequently		Almost Always	

Please write in the number from the above scale that best describes your view of the following statements:

_____1. Previous to commitment, all staff members have had an opportunity to examine their own goals and the LC goals before a decision is made to participate in the program.

_____2. Sufficient time is provided for learning community staff members to meet.

_____3. LC students and teachers set yearly goals to be emphasized by the LC.

____4. Role specialization and a division of labor among teachers are characteristics demonstrated during LC activities of planning, implementing, and assessing.

____5. Each student learning program is based on specified learning performance objectives.

____6. A variety of learning activities using different media and modes are used when building learning programs in team class activities, performance, public relations/communications.

____7. Students pursue an individual program of studies in the arts within their own learning community.

____8. The staff and students use special resources from the local community in learning programs.

____9. Students and teachers make decisions regarding the arrangement of time, facilities, materials, and courses within the LC.

____10. A variety of data sources is used when a student's learning is assessed at point of entry and regularly throughout the academic year.

____11. Students are becoming increasingly responsible for responsibility to learning agreements and self-assessment.

____12. Both student and teacher consider the following when a student's learning activities are selected: peer relationships; achievement; learning styles; interest in subject areas; and self-concept.

____13. Each student has an advisor whom he or she views as a warm, supportive person concerned with enhancing the student's self-concept.

____14. The advisor shares accountability with the student for the student's learning program.

____15. Each student (individually, with other students, with staff members, and with his or her parents) plans and assesses his or her own progress toward educational goals.

____16. Each student accepts increasing responsibility for selecting his or her learning objectives.

____17. Each student accepts increasing responsibility for selecting and/or designing learning activities for specific learning objectives.

____18. Each student can state learning objectives for the learning activities in which she or he is engaged.

____19. Each student demonstrates increasing responsibility for pursuing her or his learning program.

____20. Teachers and students have a systematic method of gathering and using information about each student which affects his or her learning.

____21. Learning community members have an effective working relationship as evidenced by responding to one another's needs, trusting one another's motives and abilities, and using techniques of open communication.

____22. Students are involved in decision making regarding LC activities and policies.

____23. The LC maintains open communication with parents and the community at large.

____ 24. The LC analyzes and improves its operations as a functioning group.

____ 25. Teacher performance in the learning environment is informally observed and constructively critiqued.

____ 26. Learning program plans for LC staff and students are constructively critiqued by all members of the LC.

____ 27. Adequate in-service training is offered by the school for LC staff.

Summary Overview of Question 3: Implementation of Strategies

Implementation of Strategies

How can you achieve your goals?
What strategies were considered?
To meet what purposes?
Were the opportunities and constraints analyzed?
What strategies were chosen?
Why?
By Whom?
Were all participants committed?
How do you know?
What was done by whom?
How did you monitor the process?
What records were kept?
What resources were used?

Question #4

How Will We Know We Have Done What We Intended to Do: Evaluation

The school year is coming to a close. Your task is to determine student and program needs and successes. In other words, this is your last assessment. Therefore, when evaluating individual student learning growth you use the same measuring instruments you had previously used, pre and post quizzes, learning objectives completed, individual successes, etc. in each of the subject areas. It is sufficient for our learning community to take this data and arrive at a mutually agreeable grade between the teacher and student so that the grade accurately represents the degree of learner effort and the degree of excellence that the finished product shows. For a more graphic representation of student learning success, a chart or graph can provide an overview of individual student accomplishment.

Since learning goals and objectives are closely related to program objectives, it stands to reason that the degree to which the student succeeds reflects the degree to which the program succeeds. Therefore, let us assume that 80% of the learning community students succeed according to the standard of success described in each of the learning objectives. It may be concluded that the program is 80% effective. By measuring growth in the cognitive area and in the affective area, you will have final information on academic learning and community sentiment toward the learning environment. This kind of easily comprehensible information provides you with the ability to describe the program quickly and accurately within any three month period and aids program planning for next year.

Well, how did it all turn out? You have identified your successes and your needs. This is the recycling point. You have a "Learning Needs List," just like you had last September. However, this time you also have a list of successes. But you say that the Learning Needs List is very long. Perhaps the following questions to ask yourself will help:

- Was the goal (or objective) realistic?
- Is the data sound?
- Did we select good strategies?
- Were students motivated? How? Why?
- What other strategies can we try?
- What procedures, teaching methods, etc. need to change?

It may be of value now to discuss how you can think about these results. The assessment/evaluation instruments should be used as a guide for revising existing conditions where necessary. The results should be seen in perspective. For example:

- The program is evolving. It will take time to iron out unexpected wrinkles.

- Assessment/evaluation instruments are for **your use.** They do not stand in judgment but rather indicate areas of success and areas of need. This information enables you to make accurate adjustments.

- These measuring instruments can be put to creative uses. For example, have students analyze their own areas of need in the cognitive and affective areas. This will teach them the process of making accurate adjustments to encourage growth — goal oriented behavior.

- As you respond to these statistics, so will others. The results need to be looked at thoroughly and seriously, but not with the kind of solemnity that thickens the air and stifles breathing.

Summary Overview of Question 4: Evaluation

Evaluation

How do you know you're there?

Were the goals and objectives achieved?
How do you know?
What can the participants do that they couldn't do when the process began?
How was this measured?
Did it make a difference?
Was the time-action line met?
Were all participants involved in the evaluation?
Were everybody's expectations met?

TIME AND SPACE COORDINATION by Sally Hixson

Although the success of program planning is dependent upon the numbers of the learning community, there are certain mechanics which also contribute to program planning — time and space. The learning community must have the time within the master schedule and the

classroom space to successfully implement program planning.

The concept of learning communities involves the learning community in what was once an administrative task — scheduling. For the learning community to function successfully it must be given the autonomy and the responsibility of scheduling that block of time which is solely theirs. The co-ordination and the actual mechanics of scheduling rests with the learning community leader.

First the learning community leader must gather as much information as possible concerning the schedule needs from both teachers and students. Information on any special services needed by a student must be collected at this time.

Once the learning community leader has gathered and sorted the information, it should be presented to the learning community staff. The learning community leader should help the staff reach consensus on time and facility requirements. This can be an extremely important staff meeting and the learning community leader must make sure the staff works together and is concerned about everyone's needs, not just his/her own scheduling needs.

Second the learning community leader must then represent the learning community at an administrative meeting to coordinate the learning community's schedule within the master schedule. The learning community leader must be able to make the administration aware of the scheduling needs of the learning community; yet, be flexible enough to make changes in the learning community schedule so it coordinates with the master schedule.

Third having a block schedule and rooms available to the learning community for that block of time gives the learning community leader the flexibility of scheduling to implement many learning community concepts. Large and small group instruction, individualization, advisor/advisee time, learning community planning time, and resource center utilization can all be accomplished through flexible scheduling. The learning community controls its own schedule; therefore, it can make schedule changes whenever the need arises. Thus, the schedule is changed whenever necessary to fit the needs of the individual learning community rather than shaping the learning community to fit the schedule.

THE ROLE OF THE LEARNING COMMUNITY GUIDANCE COUNSELOR

by Karen Orlando

Learning communities should also have a guidance counselor as a member of their staffs. Counselors should be identified and approached by team teachers who feel they would prefer a particular counselor to work with their team. This role results in a greater opportunity for counselors to operate in the affective areas with the students on the learning community. Because team teachers are also adopting the roll of advisor, (See section on Learning Community Staff, Advisee/Advisor.) counselors will be able to work more closely with both students and teachers.

Teachers and counselor should work together in formulating the responsibilities that the counselor will have in reference to their learning community clients.

Listed below are the areas in which the counselor should be utilized by a learning community leader:

1. Counselors should have an equal role in the making of decisions including a consensus

decision as to their role on the team.

2. Counselor's counselees should include all students on the team with which he works.
3. Counselors should specialize in individual counseling with teamed students.
4. Counselors will serve as resource people in terms of choosing, coordinating, administering, and interpreting standardized tests.
5. Counselors should recommend student placement either on or off a team.
6. The learning community leader should see to it that the counselor is kept abreast of all communications sent among team staff and teachers, students, administration, and parents.
7. Counselors should arrange for periodic sessions with students on an individual basis to discuss progress, problems, or suggestions about the team. (This procedure should be done in two ways: A — with team teachers present. In this situation the counselor acts as as a facilitator. B — without team teachers present.)
8. Counselors may assist the LCL in arranging small group sessions with students and teachers to discuss ideas about new programs within the team and conflicts or concerns about the team structure or other team members (including teachers).
9. Counselors should take part in the team orientation procedures.
10. Counselors should use the team as a sounding board for new ideas in curriculum and behavior modification.
11. Counselors should act as liaisons between team staff and special services.
12. Counselors should act as consultants to both teachers and students on disciplinary action. (They should also help in the decision making process.)
13. Counselors should always be available for advising teachers concerning professional problems.
14. Counselors should act as liaisons between elective program teachers and team teachers when dealing with a student problem.
15. Counselors should work with team teachers in the development of counseling skills.
16. Counselors should also develop workshops in aiding team teachers with the advisor and advisee system.
17. Counselors will help LCL's to develop and implement a system for continuous parent contact.

A counselor is one of the important components necessary to make a team function effectively; however, it assumes that the counselor is familiar with the learning community concept and is willing to contribute a great deal of time and energy to establish an honest and consistent flow of communication at any of the levels presented.

For a more in depth study as to the role of the learning community counselor, see the manual on team counseling.

DISCIPLINE by Sally Hixson

Discipline within a high school can often prove to be a difficult area; however, the concept of learning communities can have an impact in this area. Open communication between the disciplinarian and the learning communities is a definite necessity. Usually the learning community leader is responsible for keeping this line of communication open.

Each learning community is responsible for establishing acceptable standards for student behavior. These standards should be compatible with the school standards. All teachers in the learning community should have input into setting up the standards and implementing them. It is important that these standards be communicated to the students so they have a definite idea of what will be expected from them. As the year progresses it is possible for the students to have input.

How these standards are presented can set the tone for the year. The presentation can be made at a large group meeting by the learning community leader, during advisor/advisee time, in regular learning community classes, or in some other way as agreed upon by the learning community staff.

The learning community leader must be involved in every aspect of the learning community that helps to maintain positive behavior. The learning community leader should be aware of any techniques being used by the learning community staff to promote these standards of behavior. Also, the leader should make sure that acceptable behavior is being rewarded. A strong, united front by the learning community staff, and a strong advisor/advisee program can greatly contribute to the maintenance of positive behavior.

The learning community leader and the school disciplinarian must set up guidelines for the responsibility of student behavior in and out of the learning community. These guidelines should be acceptable to both the learning community staff and the school administration. Once

this step has been completed, the learning community leader and the disciplinarian must then set up a procedure by which all interested parties would be informed of a student's infraction of the rules and what steps are being taken to avoid the situation repeating itself. The learning community leader must make sure this line of communication is kept open.

The learning community should be responsible for student behavior within the learning community. Responsibility for student behavior outside the learning community is a more flexible issue. As the learning community becomes more familiar with the student, the learning community becomes more involved with the student's behavior outside the learning community. Of course, the degree and/or the number of infractions will also have a part in determining the involvement of the learning community.

Any modification of behavior should start with the learning community staff. The learning community leader, guidance counselor, or the student's advisor can coordinate the program. The program can be as simple as a conference with the guidance counselor or the student's advisor. It can be carried out further with a conference with the community staff. The program can be a complicated one with many people having input into the program. The student must realize that the learning community cares about him and will become involved in helping him with a problem. The learning community leader should be instrumental in maintaining an atmosphere in the learning community that allows for this.

Parental involvement in learning community activities is an important segment of the learning community philosophy. Parental involvement in the area of discipline is essential. It can also present many sensitive and demanding situations. The learning community leader often becomes involved in situations dealing with parents. Therefore, it is to the learning community leader's advantage to be aware of all parental contacts. The easiest way to involve parents is a phone call to make them aware of the situation. If the situation is serious, the parents can be asked to come to school for a conference or a home visit can be made. The parent must be aware of the situation, what steps are being taken to prevent or solve the situation, and what ways they can help the learning community. By having early parental involvement, problems can often be solved before they become serious.

The learning community leader is responsible for administrative involvement. The learning community staff must decide when a discipline problem can no longer be handled solely by the learning community. It then becomes necessary for the learning community leader to involve those people needed to help the student. The learning community leader must make sure the learning community is involved in any discipline procedures that involve a learning community student.

LEARNING COMMUNITY BUDGET by Karen Orlando

Since the learning community functions as a school within a school, it is only natural that the staff develop its own budget. The learning community leader with the help of the staff assesses the team's needs and develops a budget which best reflects those needs.

When establishing the needs for budgeting purposes concentrate on two basic sub-divisions:

1. The need for **curriculum materials** to attain the established objectives.

2. The need for teaching **supplies** to carry out the established objectives of a team.

Before the learning community leader accepts requests from his staff concerning supplies, several points should be considered:

First, determine present supply situation. How accurate were the supply requisitions from the previous year? Which supplies were insufficient? Which supplies proved to be useless?

The second consideration, curriculum materials, takes longer to budget merely because of the evaluating and accessing that accompanies this portion of the budgeting.

Once the community leader places the present supply situation in perspective, he can then begin to advise his staff on the needs for the following year. Staff members may also wish to request new supplies not on the former requisition.

Before the team can order new material or replace existing materials they must discuss the present status of the team and the prospects for the following year, whether it be an increase in student enrollment or a change in the primary goals and objectives of the curriculum guide. After the ideas are established, consider the following:

1. Reordering of expendable materials such as workbooks and paperbacks
2. The addition or replacement of textbooks used in the present curriculum outline
3. The addition or replacement of audio-visual materials
4. The ordering of new textbooks, workbooks or audio-visual materials
5. Additional library references or resources
6. Additional supplemental classroom references
7. Field trips

The learning community leader, after collecting all his staff requests, then coordinates these requests into a master budget request. (See sample budget.)

The learning community leader holds the same responsibilities as the department

chairperson. They must justify the need for an established amount of money and then be accountable for its expenditure. The learning community leader and the department chairperson coordinate budgets only in the area of textbooks and supplies. All textbooks should be requisitioned from the individual disciplines represented on the team. For instance, math books for the General Education Learning Community should be requisitioned from the math department. The department chairpersons should be used as resource people in selecting books. The reason for placing textbooks through individual departments is because learning community budgets are not usually as large as curriculum areas; therefore, by requisitioning through curriculum areas it leaves money for learning communities to purchase the other materials needed.

The community leader is also responsible for his expenditures throughout the year. If a team member wishes to order materials not already budgeted, he should approach the LCL. Together they would discuss the request and then submit a purchase order to the administration.

If alloted funds have been exhausted and new materials are needed, it is the responsibility of the LCL to try to locate money for the request. This can be done either through the administration or through the curricular areas. (See section on coordination of budget with curriculum areas.)

Responsibility for account maintenance — Every LCL should not only have a copy of his proposed budget but also the following in order that he can maintain the integrity of his budget:

1. An account sheet from the administration stating the available funds in each category (i.e. textbooks, supplies, field trips, etc.)
2. Purchase order requests for each article requisitioned.
3. Invoices from the ordered material.
4. Supply requisitions made by each staff member.

In order to assure accurate money management the community leader should have a separate ledger of his accounts. This facilitates the ordering of any materials needed during the course of the year and protects the LCL from over-spending. Periodically check with the business manager on account expenditures to assure accurate bookkeeping.

In regards to accounting, generally, budgets usually consist of the following categories:

1. Textbooks — Any large numbers of hardback or soft back books used in classroom work.
2. Supplies — Materials which are expendable such as pencils, paper, erasers, chalk, pencil sharpeners, paper clips, adhesive tape, workbooks, dittos, posters, games, thermofax, bulletin board materials, duplicating fluid, etc.)
3. Audio-visual supplies — films, transparencies, records, tapes, overhead projectors, etc.
4. Field trips — Trips taken during school time which are curriculum oriented. They include bus rentals, gas, admission fees and meals.
5. Contracted services — Guest lecturers, performers, and repairs (other than general room maintenance).
6. Replacement materials — Maps, graphs, movie screens, etc.

7. Staff Travel — Money needed for professional workshops and seminars. (Includes travel, admissions and meals.) (See sample budget.)

Finally, staff members on the team, who also teach classes in the curriculum areas, should be able to use supplies from both the team and the departments they represent.

Even though the learning community budgets are independent of the curriculum areas, there are times when it would behoove the LCL to coordinate certain requests with the department chairpersons. These requests may include:

1. Negotiating with the chairperson about sharing the costs on expendable items such as educational magazines, etc.
2. Negotiating with the chairperson to assume the total cost of new materials. (This could be beneficial to both areas because the materials would become the property of the curriculum area and still allow the learning community to use the new materials.)
3. Request curriculum area approval for the use of textbooks that may be assigned.

CONCLUSION

Well, there you are. Having read this, allow it to become shaped to your creative process. Now that we have given you the WHAT, you and your community can devise the HOW. If you find by the end of the first academic year that you have ambivalent feelings about the whole experience, it may be helpful to remember that the community is going to evolve according to its own speed and according to its assets. The best anyone can do is to keep the channels of communication open and threat-free while assessing those liabilities and making moves to minimize them. The next best thing you can do is to include the parents since you are nourishing informed voter support, communication of important concerns, and an understanding support that comes from their involvement. Decisions that support and expand community strengths are a continuing priority. It is on the basis of these strengths that your learning community is defined.

Chances are, feelings about your students will be warm ones, rooted in an understanding of their reality. The same will apply for the teachers, and they for you. It'll probably have been a rough year but robust in its daring and struggle to carve its identity upon the face of the school reality. It's yours, for all of you, whatever it might be.

APPENDICES

APPENDIX A FRESHMEN PROGRAM OF STUDIES

APPENDIX B RESOURCES

Appendix A

Freshmen Program of Studies

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

LEARNING ACTIVITY SUMMARY

LEARNING COMMUNITIES

SUBJECT AREA OR LEARNING COMMUNITY:
LIBERAL ARTS

SUGGESTED PREREQUISITE(S):

COURSE NUMBER(S) AND TITLE(S):
English, Social Studies, Mathematics,
(Foreign Language elective) - #091

CREDIT:
15.0

LENGTH OF COURSE(S) (WEEKS):
36 Weeks

CLASS ACTIVITIES:

Key: E — English, SS — Social Studies, M — Mathematics

	Oral use of the Language	Written use of the Language	Reading	Media (films, slides, etc.)	Student Projects	Small groups or pair work	Discussion	Lecture	Cultural Activities	Speakers	Homework
Often	E, SS M	SS, E M	SS, E			M	E,SS M	M			SS S,E
Occasionally			M	SS	SS,E	SS,E		SS,E	M		
Seldom				E,M						SS,E M	

DESCRIPTION OF COURSE:

The Liberal Arts Learning Community will offer the basic knowledge and understanding necessary for the student who wants or thinks he wants to go beyond his high school education. He must take English, social studies, and mathematics and have an interest in a foreign language.

The mathematics program will be geared so that if the student must have two or more years of mathematics, he will be guided and prepared for the appropriate courses according to his specific needs. The following mathematics courses are available: General Math, Introduction to Algebra, and Algebra I.

The social studies program will try to instill in the student the ability to separate truth from falsehood. With this basic skill, coupled with a sound, basic knowledge of the working philosophies of the various political systems, the student will be able to develop his attitude and values and become a participating citizen in our society.

The English program will consist of the basic verbal and written communication skills. These skills will include the development and improvement of reading and a review of English mechanics in preparation for or in conjunction with a foreign language interest.

For a more detailed description of social studies, mathematics, and science courses, see section entitled "Electives."

SUBJECT AREA OR LEARNING COMMUNITY:

GENERAL EDUCATION

SUGGESTED PREREQUISITE(S):

None

COURSE NUMBER(S) AND TITLE(S):

English I, Social Studies, Mathematics, Earth Science — #092

CREDIT:

20.0

LENGTH OF COURSE(S) (WEEKS):

36 Weeks

CLASS ACTIVITIES:

Key: E — English, SS — Social Studies, M — Mathematics, S — Science.

	Oral Use of the Language	Written use of the Language	Reading	Media (films slides, etc.)	Student Projects	Small groups or pair work	Discussion	Lecture	Cultural Activities	Speakers	Homework
Often	SS,E S,M	SS,E S	SS,E S	SS	S,SS	SS,E,S	SS E	S	SS	SS	S,M
Occasionally		M	M	E,S,M	M,E	M	S,M	M	E		E,SS
Seldom								SS,E		S,M E	

COURSE DESCRIPTION:

The Freshman General Education Learning Community offers a multi-level basic skills curriculum. This general curriculum allows the student the flexibility to move in many different directions — college preparatory, vocational, business, or general education. The English course concentrates on the basic skills in reading, grammar, and composition. The social studies course introduces the student to the broad areas within the social sciences. The science offering is a general Earth Science course. The mathematics offerings are General Mathematics and Introduction to Algebra. The emphasis of the 9th Grade General Education Learning Community is on the student as an individual.

For a more detailed description of social studies, mathematics, and science courses, see section entitled "Electives."

SUBJECT AREA OR LEARNING COMMUNITY:

HUMANITIES

SUGGESTED PREREQUISITE(S):

None

COURSE NUMBER(S) AND TITLE(S):

English, Social Studies, Mathematics — #093

CREDIT:

15.0

LENGTH OF COURSE(S) (WEEKS):

36 Weeks

CLASS ACTIVITIES:

Key: E — English, M — Mathematics, SS — Social Studies

Often	E,M SS	E,SS	E,M SS	E,SS	E,SS	E,SS M	E,SS M	M	E,SS		E,SS M
Occasionally		M		M				E,SS	M	E,SS	
Seldom					M					M	

DESCRIPTION OF COURSE:

The Humanities Learning Community offers a curriculum of basic subjects — mathematics, social studies, and English for the student who may or may not want to continue his or her education beyond high school and who is interested in music, theater, art, literature, and history.

The mathematics program will offer Introduction to Algebra and Algebra I.

The social studies program will foster an appreciation for the humanities through the study of religion and politics and their effect upon music, art, and philosophy. The program will alllow an individual program to be set up for the student who is desirous of a change of pace and at the same time is capable.

The English program will cover short story, poetry, plays, novels, and communication skills. Course contents and materials will be drawn from the arts and current events. Understanding and appreciation of the humanities will be facilitated through participation and continual exposure to area offerings in theatre, concerts, art galleries, and movies.

A student is eligible for the learning community, regardless of college or vocational plans. Students will have the opportunity to elect out of the team for additional subjects.

For a more detailed description of social studies, mathematics, and science courses, see section entitled "Electives."

SUBJECT AREA OR LEARNING COMMUNITY:

MATH/SCIENCE

SUGGESTED PREREQUISITE(S):

None

COURSE NUMBER(S) AND TITLE(S):

English, Social Studies, Mathematics, Science — #094

CREDIT:

21.0

LENGTH OF COURSE(S) (WEEKS):

36 Weeks

CLASS ACTIVITIES:

Key: E — English, SS — Social Studies, B — Both Mathematics and Science

	Oral use of the Language	Written use of the Language	Reading	Media (films, slides, etc.)	Student Projects	Small Groups or pair work	Discussion	Lecture	Cultural Activities	Speakers	Homework
Often	E,B SS	E,B SS	E,B SS	B		SS,B	E SS	B			E,B SS
Ocasionally				E,SS	E	E	B				
Seldom					SS,B			E SS	E,B SS	E,B SS	

COURSE DESCRIPTION:

If you have aptitudes and interests in the math-science disciplines, you should participate in the Freshman Math-Science Learning Community. Algebra I (#411-#412) or Geometry (#421) as an option for those qualified, Accelerated Lab Biology, English, and social studies will be presented to satisfy students' interests and needs.

The English program will consist of the basic verbal and written communication skills. These skills will include the development and improvement of reading and a review of English mechanics. Various language skills will also be integrated into the course.

For a more detailed description of social studies, mathematics, and science courses, see section entitled "Electives."

SUBJECT AREA OR LEARNING COMMUNITY:

VOCATIONAL/BUSINESS

SUGGESTED PREREQUISITE(S):

None

COURSE NUMBER(S) AND TITLE(S):

English, Social Studies, Mathematics, Science — #095

CREDIT:

20.0

LENGTH OF COURSE(S) (WEEKS):

36 Weeks

CLASS ACTIVITIES:

Key: E — English, SS — Social Studies, M — Mathematics, S — Science

	Oral use of the Language	Written use of the Language	Reading	Media (films, slides, etc.)	Student Projects	Small groups or pair work	Discussion	Lecture	Cultural Activities	Speakers	Homework
Often	E,M	SS,M S,E	SS,M E		SS	SS,M	E,M	M	SS		SS E
Occasionally	SS,S		S	SS,E S		S,E	SS,S	SS,E, S	E		S
Seldom				M	S,M E				M,S	SS,M S,E	

COURSE DESCRIPTION:

The Freshman Vocational/Business Learning Community attempts to meet the educational needs of students who may wish to attend educational institutions and those students who wish to enter the business world upon completing high school. Emphasized are basic skills, and knowledge in mathematics, science, English, and social studies.

The English course concentrates on the basic skills in reading, grammar, and composition. The social studies course introduces the students to the broad areas within the social sciences. The science offering is a general earth science course and the mathematics offerings are general mathematics and introduction to algebra.

In addition, the learning community hopes to impress upon youngsters certain aspects of an affective nature such as a healthy self-image, proper modes of behavior in various situations, and a degree of confidence acquired by being part of a smaller group (The Learning Community) within the large, comprehensive high school.

For a more detailed description of social studies, mathematics, and science courses, see section entitled "Electives."

FRESHMAN ELECTIVES:

ENGLISH

Introduction to Theatre Arts — This cannot be elected. — #019 - 1.25

This course introduces the fundamentals involved in all areas of play production: acting, directing, and stage-craft. The student studies theatre history and learns the vocabulary of the theatre through projects focusing on each area. Such projects may include acting in and directing scenes and constructing model sets for those scenes. This course is designed to satisfy the curiosity of those students who are interested in the theatre, and to provide the necessary background for those students who wish to further study either Dramatics and/or Stagecraft.

This course is a supplement to the Freshmen Learning Community English Program. Students desiring to elect this course must make special arrangements with his/her Freshman English teacher.

SOCIAL STUDIES — Based on the assessed needs of the student, **four** of the following six courses will be offered:

Topics in American History — Part of Learning Community

This course will present a chronological study of the events from 1763 to 1781 which saw the American Colonies develop into an independent nation.

The American Political System — Part of Learning Community

By means of thirty readings, the use of films, slide films and overhead projectors, students will be introduced to the American Political Systems. The readings are organized around five concepts; ideology, institutions, leadership, decision making and role of citizens. Real situations that have occurred in our political system are used to illustrate each concept.

Anthropology — Part of Learning Community

The course looks analytically at an array of human communities, both familiar and strange and past and present selected for their contrasts in size and form. It begins with the students studying and comparing the diversity of human communities and races seen as very general types — hunter-gatherer, tribal, peasant and urban. The course then looks at the overall shape of the long human career of man on the move and the major turning points in man's career. Time will be given to both cultural and physical anthropology.

The course then briefly examines archeology and some ancient civilizations and the emergence of complex societies.

Students will learn to see their own culture in relationship to others, recognize the institutions which exist within them, and to consider the effects of those institutions upon individual conduct. The interaction of man with other men within a specific culture will also be explored.

United States Geography — Part of Learning Community

This course will provide a study of the physical background and features, demography and cities, economic development, agriculture, industry, transportation and foreign trade of the United States. Discussions in the following six units turn to specific in-depth studies of the following regions of the continent: The Middle Atlantic Region; New England; The Southern States; The North Central States; Middle Atlantic Region; New England; The Southern States; The North Central States; the Western or Mountain States and the Pacific States including Alaska and Hawaii.

Attention will be given to the names of the states, their capitals, locations, and natural history and important geographic features and places in the United States. Two special units will be devoted to the National Parks and National Monuments of the United States.

Economics for the Consumer — Part of Learning Community

This course in nine weeks will attempt to acquaint the student with a most revelent form of economics. The course will deal with saving, credit cards, governmental role in economics, and personal buying. The effects of advertising and the role of the consumer in today's economy will also be studied.

Religion — Part of Learning Community

This course will present an overview of the major religions of the world in order to give the student an awareness of the beliefs of people in other lands.

PHYSICAL EDUCATION — HEALTH — Required Courses

Physical Education I (boys) — #210 — 27 Weeks — 12 Mods — 3.75

Physical Education I is an introduction to organized exercises, tumbling and gymnastics, individual and team sports, weight training, marching and recreational games. Emphasis is placed on physical fitness, good sportsmanship, fair play, skills and knowledge of the rules of the various activities.

Physical Education I (girls) — #250 — 27 Weeks — 12 Mods — 3.75

The freshman physical education for girls provides a curriculum offering a variety of team and individual sports and gymnastics as well as various forms of dance and creative movement. Activity units are approximately four and one-half weeks in length. Emphasis is placed on leisure time and recreational activities such as archery, tennis, badminton, and golf. The goal of our elective program is an independent, responsible, as well as physically fit young woman.

Freshman Health — Boys — #211 — 9 Weeks — 12 Mods — 1.25
Girls — #251 — 9 Weeks — 12 Mods — 1.25

Freshman health is a nine week course which emphasizes the physical, emotional, and mental changes that are taking place during adolescence. An understanding of these fundamental changes helps the individual to formulate codes for conduct in his relations with his peers, parents, and society. The course also explores the topics of smoking, drugs, and alcoholism — the problems with which society has to deal. This enables the individual to recognize these problems which confront society and cope with them in a positive manner.

FOREIGN LANGUAGES

Latin I — #310 — 36 Weeks — 12 Mods — 5.0

From the pursuit of Latin, a student gains a new awareness of his native tongue, an understanding of other civilizations, and the best possible foundation for learning modern languages. By the end of his first year, a student may expect to have mastered the fundamentals of Latin vocabulary and usage, perceived the scope and progress of ancient history and acquired an understanding of the basic Greek and Roman myths. He will therefore be prepared to proceed to Latin II.

French I — #320 — 36 Weeks — 12 Mods — 5.0

The purpose of French I is to help the student primarily to understand and speak French. Some reading and a little writing takes place on an elementary level. Books, periodicals, and movies help students to obtain some knowledge of the French way of life. Consistent effort is needed in order to be successful.

German I — #330 — 36 Weeks — 12 Mods — 5.0

The aim of German I is to lay a good foundation for understanding and speaking the language with some reading and a little writing. The spoken language is emphasized. A study of German literature, history and culture is begun.

Spanish I — #340 — 36 Weeks — 12 Mods — 5.0

The aim of Spanish I is to introduce the language as a means of communication — understanding, speaking, reading, and writing. Special attention is given to pronunciation; there is concentration on the listening and speaking aspects. Although much stress is placed on the actual learning of the language and performing it well, the overall goal is an understanding of the Spanish-speaking world: its culture, customs, life styles, civilization, and its influence on other peoples.

Russian I — #350 — 36 Weeks — 12 Mods — 5.0

The aim of Russian I is to teach the language as a means of communications — understanding, speaking, reading, and writing. Special attention will be paid to the first two skills with an emphasis on pronunciation. On this level pupils concentrate on concrete situations in their immediate environment at their age level set in a foreign country. Dialogs, question-answer statements and structure drills will be the primary techniques utilized. Culture will be integrated with course materials and pupil interests.

MATHEMATICS

General Mathematics — Part of Learning Community

General Mathematics I introduces the proper use of measuring, drawing, and construction instruments; the difference between drawing and construction; basic geometric terminology.

Measurement, whole and fractional numbers, decimal notation, per cent, tables, and graphs are presented from the standpoint of unifying concepts, underlying principles, and logical relationships.

An introduction to equations and applications of directed numbers extend the concepts of arithmetic to algebraic topics. Computing, managing, and using your income extend the concepts of previous chapters, including those on algebra, to ordinary but important problems met by the consumer and worker.

Introduction to Algebra — Part of Learning Community

Introduction to Algebra has been set up to accommodate the ninth grade student who is not sufficiently

prepared for Algebra I. In this course, the emphasis is on the systematic development of mathematics based on arithmetic and algebraic concepts. Topics include the number system; the basic operations using whole numbers, mixed numbers, and fractions; factoring; informal geometry; equations; word problems solved by using equations and ratio and proportion.

Algebra I — (Advanced Placement — #411) — Part of Learning Community

In Algebra I, 411, the student learns how to use algebraic skills in varied situations in problem solving and proofs.

The course stresses work with literal numbers, equations and formulas, signed numbers, operations with polynomials and parenthesis, fractions and fractional equations, systems of linear equations, factoring, ratio and proportion, exponents, radicals, functions, and quadratic equations. Verbal problems will be stressed throughout.

This course is aimed at helping the student develop a systematic approach to logical thinking.

Algebra I — #412 — Part of Learning Community

In Algebra I, the student learns how to use the fundamental algebraic skills.

The course includes work with literal numbers, simple equations and formulas, signed numbers, operations with polynomials and parenthesis, fractions and fractional equations, systems of linear equations, factoring, ratio and proportion, exponents, radicals, and quadratic equations. Verbal problems are included throughout.

While the learning of these basic skill areas is considered important, this course also attempts to help the student to develop a systematic approach to logical thinking.

Geometry — #421 (Advanced Placement) — Part of Learning Community

This geometry course is designed for the accelerated math student. This student will be presented with a vigorous axiomatic development of the nature of proof. Methods of critical, clear, and logical deductive thinking will be developed and used to investigate and solve varied problems. Many complicated examples of geometric proofs will be presented to the student and by the end of the course the student will be able to make presentations on his own. Both solid and analytical geometry will be treated on a sophisticated level as an integral part of the course. This course will present not only the material basically known as geometry but also the significance of geometry as it applies to many fields.

Geometry -- #422 — Part of Learning Community

Students develop methods of critical, logical, and clear thinking. They learn to appreciate the fundamental geometric prepositions as well as understand geometric terminology. An appreciation is gained of the significance of geometry as it applies to science, engineering, art, and other fields. Logical demonstrations of theorems are studied as patterns of reasoning which must be followed in all fields of scientific research. Original and creative thinking by students is encouraged. The practical facts of solid geometry are handled on an informal basis with the most formal work in plane geometry. The student is also introduced to the basic concepts of concepts of coordinate geometry.

SCIENCE

Earth Science — #506 — 36 Weeks — 12 Mods — 5.0

This course will consider the earth, its materials, processes, history and spatial environment. Using the inquiry method, students will develop concepts concerning the earth from its atomic origins to its position in the universe.

Accelerated Laboratory Biology — #515 — 36 Weeks — 15 Mods — 6.0

Accelerated laboratory biology is a course which has been designed to lead to further study in biology or some related field. The course content is concerned with life. It examines all aspects of people: our revolutionary history; our structure, function, and behavior; our relationship to the environment; and our potential. In addition, emphasis is also placed upon the activities of all living things. This course requires active participation by the individual student. Much attention is given to the areas of laboratory exercises and problem solving techniques.

Introductory Physical Science — #504 — 36 Weeks — 12 Mods — 5.0

Introductory Physical Science is designed to involve students in laboratory experiences through which they will interact with materials and energies of our physical world. Students will learn laboratory techniques and methods of

reporting their laboratory experiences. These techniques and methods will be used by students as they continue their study in other laboratory sciences.

The subject matter emphasis is on measurement and properties of materials, interactions between materials and an in-depth study of molecular structure.

BUSINESS

General Business — #611 — 36 Weeks — 11 Mods — 5.0

This is an exploratory course covering such areas as money and banking, credit, budgeting, travel services, communication, and consumer knowledge. Homework is assigned as it fits in with the classwork. Occupational opportunities in business are investigated and students are helped by the teacher in selecting business subjects to complete their schedules. It is recommended that students who have had difficulty with arithmetic take a remedial mathematics course at the same time.

HOME ECONOMICS

Foods Survey — #710 — 18 Weeks — 9 Mods — 2.50

This course deals with an introduction to foods selection, preparation and service for the student who has not had a previous foods course at the high school level. The students learn preparation and nutrition for family well-being. Films, classwork, and speakers are involved as an adjunct to the course. Opportunities for employment in the foods industry are also considered throughout the program.

Clothing Survey — #711 — 18 Weeks — 9 Mods — 2.50

Embark on an exciting journey into the world of sewing. Bring along your imagination, and a little patience and practice, and before long, you'll be setting fashion trends. You will develop a basic knowledge of textiles, clothing construction and care, sewing machine techniques, clothing retailing, and career opportunities in the clothing and textile fields.

Vocational Home Economics I — #743 — 36 Weeks — 12 Mods — 5.0

Vocational Home Economics I stresses social, intellectual and emotional development through a study of interpersonal relationships with emphasis on developing a better understanding of self. Aspects of living such as preparation of foods which meet nutritional standards; growth patterns and care of young children; and clothing, its choices, care and construction are emphasized.

AGRICULTURE

Agriculture — Horticulture Survey — #755 — 18 Weeks — 9 Mods — 2.50

This cycle introduces the agriculture-horticulture program and the trends in agriculture today. It will introduce students to the wide range of career opportunities in ornamental horticulture, agri-business, and natural resource management, and farming. Different competencies will be introduced in soil testing, tree identifications, seed germination, plant propagation, livestock judging, small gasoline engines, arc welding and landscaping.

Natural Resources Survey — #756 — 18 Weeks — 9 Mods — 2.50

Recent changes in the agriculture industry of Hunterdon County have changing emphasis on the Agriculture curriculum offerings at North Hunterdon Regional High School. These changes have been brought about by the development of the Tocks Island Area, expansion of the Green Acres program, growth of private recreational facilities and urbanization.

Multiple land use makes it increasingly important to efficiently use available land for forest production, for conservation of water and wildlife resources and to take care of a rapidly expanding recreation industry.

The combination of these multiple uses of land and industries they support are providing a growing number of occupational opportunities for youth training in this field. It is the intent of this survey cycle (Natural Resources) to introduce the student to the occupational opportunities.

Landscaping & Gardening — #761 — 36 Weeks — 18 Mods — 7.50

This course introduces students to soils, plant growth, plant identifications and selection of landscape materials, landscape planning, lawns, trees, shrubs, landscape construction safety, agricultural projects, landscape maintenance, career opportunities in landscaping and the FFA.

INDUSTRIAL ARTS

Drafting Survey — #800 — 18 Weeks — 9 Mods — 2.50

This course serves as a basic introduction to the wood area. It serves to acquaint students with the many careers in woodworking, their requirements, and rewards. This is accomplished through experiences working with hand and small power tools on wood projects. Each student will acquire a firm-safe understanding of basic processes which can serve as a base for a future study.

Metal Survey — #802 — 18 Weeks — 9 Mods — 2.50

This course serves as a basic introduction to the metals area. It serves to acquaint students with the many careers in metalwork, their requirements and rewards. This is accomplished through experiences working with hand, and small power tools on metal projects. Each student will acquire a firm, safe understanding of basic processes which can serve as a base for future study.

ART

Art and Civilization — #904 — 18 Weeks — 12 Mods — 2.50

Students will review a broad understanding of the growth and development of the arts and their relationship to the civilizations in which they flourished. The period covered will be from the Art of the Caveman to the present time. The individual lessons, covering such periods as primitive art, the arts of Greece, Rome, Egypt, the Middle Ages, the Rennaissance; will be illustrated with slides, filmstrips, and prints, and accompanied by reading-listening guides, taped cassettes will be programed to use for accurate lecturing, and to serve a sources for making up missed lectures. Vocabulary will be stressed and various exercises to reinforce students' understanding of regular and technical vocabulary will be a major feature of the course.

Composition and Design — #910 — 18 Weeks — 12 Mods — 2.50

Beginning with basic experiences in drawing and moving through more complex experiences, that will involve each student in learning a variety of different techniques and methods of drawing and then applying his developing understanding of drawing forms to experiments with light and shade and the creation of volume, each student will have experienced by the end of his course the opportunity to draw, sketch, and shade a variety of subjects in a variety of mediums such as pen and ink, pencil, pastel, watercolors, etc.

Three Dimensional Design — #911 — 18 Weeks — 12 Mods — 2.50

Students will have an opportunity to experinece a variety of problems in the third dimension, working with plane forms, folded paper, textural, and finally with a major composition either as an individual or part of a group effort. Compositions will be developed on the basis of each individual's personal and unique design and use of color. Preliminary study will include a study of the works of major artists who work in the third dimension, with an emphasis on sculptural projects in abstract forms, and worked in a variety of media.

MUSIC

Band — #920 — 36 Weeks — 18 Mods — 5.0

Please see the conductor for a descriptive handbook that gives complete details of the functioning of the Band and student requirements. Instructor's permission is required for membership as a performing member.

The Band involves several performance idioms in which the students my take part. The general format involves a performing ensemble of balanced instrumentation that works in rehearsal conditions towards the development of suitable literature for public performance.

Training Band — #921 — 36 Weeks — By Arrangement — 1.0

Individualized instruction on flute, clarinet, saxophone, oboe, bassoon, trumpet, french horn, trombone, euphonium, tuba, and percussion is available to students enrolled in Band #920 in order to help the student improve all aspects of musicianship. The course title does not accurately describe the work, since the key to this work is in the individualization of instruction.

Training Choir — #931 — 36 Weeks — 12 Mods — 5.0

Students receive instruction in basic skills in musicianship, vocal pedagogy, choral skills, performance skills and an introduction to diverse established choral literature. Sight-singing, and an understanding of rhythms, melodies and harmonies are undertaken. Vocally, a systematic approach to discovering the voice is adopted. Study of the physological elements of the human voice in all its parts occur. Vowels, consonants and syllabic study of texts in English and various other languages will also take place. The student will learn a system of transliteration which will work universally. All elements of good choral membership and attitude will be covered. Proper performance attitudes and performance appearance also will be studied. Lastly, part singing in many different types of music will occur.

Rock and Contemporary Music — #936 — 18 Weeks — 12 Mods — 2.50

This course is designed to be a listening oriented course. The primary focus is upon developing the listening capacities of the student by exposing him continually to diverse pieces of contemporary music. The majority of this will be what might be called "popular" such as rock, folk, country-western and other forms, as yet unlabeled, but existing within and between these three major forms. The area of jazz and jazz-rock will be explored. Lastly, new experimental styles will be studied that have contributed to the direction of the earlier stated forms. In this group we shall include electronic music for theremin, computer, synthesizer and other electronic instruments. Chance music, improvisation and multi-media music as well as music for television, films and radio will be explored. The recording industry will also be studied to expose to students what actually is necessary to have a "hit" record from the writing of the song to the $100,000.00 contract for a film or television show. Musical theatre will be touched upon in light of the musical appropriateness of shows such as "Godspell," "Hair," "Tommy," and "Jesus Christ Super-Star." Great concern will always be exerted in an analysis of the meaning of improvisation as listened to in jazz and other forms.

CLUB — ACTIVITIES

A club program is designed to help students fulfill their desires for activity over and above the basic academic school day. It shall be based upon their interests and their abilities. If a group of students has an interest in a club, they may initiate one themselves, providing they find a sponsor.

The following is a list of Club Activities which are available to Freshmen. A description is provided for those clubs which may be unfamiliar to our new students:

Student Council
Newspaper
Class Office
Future Farmers of America
Future Homemakers of America
American Field Service
Girls' Service Club
Key Club
Ski Club
Hi-Y
Theatre Club
German Club
Gymnastic Club
Mat Cats
Ping Pong Club
Opera Club
Fine Arts Club
Thespians
Intramurals
Bowling Club
Radio Show
Folk Dance Club
Cheerleaders
Stamp and Coin Club
Chinese Club

CLUB DESCRIPTIONS

Student Council

Student Council is the student government body made of representatives of each homeroom. They are selected

by elections within the individual homerooms. In order to place one's name in contention for homeroom representative a student must complete a "Petition for Student Council" which contains the signatures of eight (8) classmates from **that** homeroom. If more than one student submits a petition, the homeroom holds an election. The elected representatives then elect the Student Council Officers. The Student Council as an organization becomes involved with virtually all phases of student life in the high school. It meets regularly with its advisor as well as administrators to discuss school policies. The advisor of the Student Council is Mr. Roth.

School Newspaper

The positions available to freshman on the school newspaper are usually in the realm of reporter, photographer, typists or general handy person. Any freshman interested in becoming involved with the school newspaper should contact the advisor or the editor-in-chief. This may be accomplished through the Freshman English teacher.

Class Officers

Early in the school year the freshman class is organized and the following officers are elected:

President — Vice President — Secretary — Treasurer — Historian.

A student may become a candidate by successfully completing a petition which requires twenty-five (25) signatures of freshman classmates. Following a limited campaign a class election is held in homerooms.

American Field Services

American Field Services is a community group interested in raising funds so that they might either bring a foreign student to our high school or send a North Hunterdon student to a foreign school. In order to do this they become involved with some rather interesting methods for raising money. Help from all grade levels is welcomed and interested students should contact the club advisor, Mrs. Kuchta. American Field Service members have the opportunity to work closely with foreign students attending North Hunterdon.

Girls' Service Club

This is a service club whose main purpose is to aid the elderly and handicapped (both physically and mentally) in any way possible. So that they might accomplish their goals, these young ladies become involved in several fund raising activities. They have visited nursing homes and other institutions. Mrs. Buch in the Guidance office is the advisor.

Key Club

Key Club is a service organization which has been long associated with Kiwanis International. Freshmen are allowed to apply for membership late in their freshman year. Students are available to assist the school and civic organizations in a variety of activities. Mr. Sliker in the Guidance area is the advisor.

Hi-Y

This club in the past was an off-spring of the Y.M.C.A., but is now open to **all** students. Interested students should contact the club advisor and make application. This organization has planned programs including: discussions, lectures, field trips and recreational activities. The advisor of the Hi-Y Club is Mr. Fasanello.

Theatre Club

The Theatre Club undertakes field trips to New York City so that they may attend concerts, operas, broadway shows and ballet. Their activities involve a broad spectrum of cultural enrichment functions. They do not become involved with fund raising activities since all expenses are paid by the individual club member. Membership is open to all and may be made simply by contacting the club advisor, Mr. Parent.

Mat Cats

The Mat Cats are girls who assist with our wrestling program. They sell programs, video tape matches, keep statistics and scrapbooks. Last, but not least, they **cheer** and support wrestling. Any interested girl may apply for membership by contacting the club advisor, Mr. Somma.

Fine Arts Club

Fine Arts Club members are interested in any and all phases of the theatre arts. This involves art, music and

drama. Their year usually culminates in the presentation of an evening of student directed one-act plays. Interested students may apply for membership by contacting the club advisor, Mrs. P. Firestone.

Thespians

The Thespians are a group of students who are extremely interested in all phases of Theatre Arts. Membership in this club can lead to membership in the International Thespians Society. The Thespians perform throughout the community in Nursing Homes, Hospitals, Service Clubs, etc. The advisor is Mr. Parent and membership is open to all students.

Appendix B

Resources

Many companies are publishing books of performance objectives in all subject areas, K through 12. The instructional Objectives Exchange was established by the UCLA Center for the Study of Evaluation and is a non-profit clearing house for teachers to share written objectives. The address is:

Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

Another company that publishes written objectives K-12 is Westinghouse Corporation. They have complete kits available that set up individualized learning according to objective. There are teacher guides, std. guides, tests, etc. These can be costly. However, Westinghouse sales representatives hold day-long workshops on classroom organization that show you how to use these materials. At this time "complimentary" objectives guides may be available.
Write to:

PLAN
Westinghouse Corporation (nearest you)

Westinghouse Learning Press also publishes books of written objectives called BEHAVIORAL OBJECTIVES, A GUIDE TO INDIVIDUALIZING LEARNING. These objectives have been composed by John Flanagen, Robert Mager, William Shanner. These objectives are usefully grouped by cognitive levels. They demonstrate how teachers can have students working on the same skill objective but operating on different levels of cognition. There is a coding system to accompany these and transitional objectives that takes students from one level to another. Students also develop their critical thinking skills since objectives speak specifically to: knowledge, comprehension, application, analysis, synthesis, evaluation. The address is:

Westinghouse Learning Press
Palo Alto, California

Roger Mager is an important person in objectives writing. Before this planning concept becomes as widely used as it is today he wrote a very short and simple book called WRITING INSTRUCTIONAL OBJECTIVES. This is a programmed approach to learning the technique.

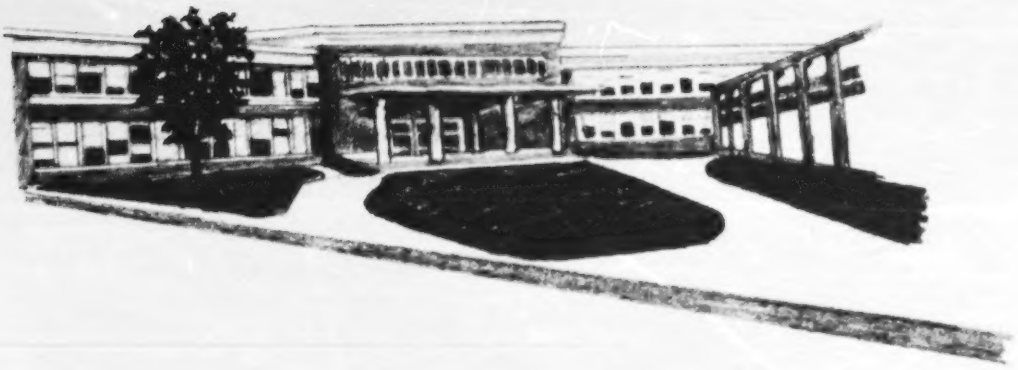
There are many valuable books that describe planning concepts. However, the two that follow are concise and speak specifically to your program needs:

EVALUATION IN EDUCATION, A PRACTITIONER'S GUIDE
by John Mordechai Gottman and Robert Earl Clasen
F. E. Peacock Publishers Inc.
Itasca, Illinois

EFFECTIVE TEACHING STRATEGIES, WITH THE BEHAVIORAL OUTCOMES APPROACH
by Muriel Gerhard
Parker Press

Student assessment materials can be obtained by selecting appropriate cognitive and affective tests catalogued by:

The Psychological Corporation
757 Third Avenue
New York, N.Y. 10017 (212) 754-3500
and
CTB
c/o McGraw-Hill



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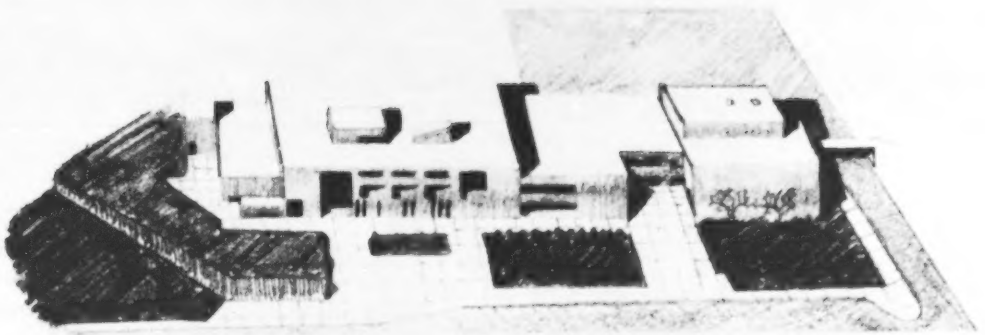

Voorhees